

The Author's Agenda

Author's Perspective & Purpose: Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text.

Learning target: I can determine an author's purpose and perspective and explain how word choice and details show it.

Success looks like: Students use the vocabulary correctly, complete the escape room, and score 80% or higher on the evidence-based exit ticket.

Materials: Student devices, the printed lesson worksheet (one per student), projector for the mini-lesson presenter.

LESSON AT A GLANCE

60 minutes

Time	Part	Teacher does	Students do
0:00-0:08	Warm-up	Project the warm-up. Circulate, then call on 2-3 students. Save question 3 for the debrief.	Answer Part 2 of the lesson worksheet; share with a partner.
0:08-0:20	Mini-lesson	Teach with the 4-step presenter. Run each quick check with the whole class.	Complete worksheet Parts 4-11 as each slide appears; answer checks with fingers.
0:20-0:48	Escape Room	Launch The Author's Agenda. Assign mission levels; circulate with the answer key.	Play solo or in pairs; record code pieces; complete any written evidence task.
0:48-0:52	Debrief	Ask 2 debrief questions and revisit warm-up question 3.	Finish worksheet Part 13 (prediction check + one thing learned).
0:52-1:00	Exit ticket	Hand out the exit ticket. Collect and sort with the mastery guide.	Answer with evidence independently.

Key vocabulary

Word	Student-friendly definition
Purpose	The reason an author writes: to persuade, to inform, or to entertain.
Perspective	How the author sees or feels about the topic, shaped by who they are.
Word choice	The specific words an author picks; strong or loaded words reveal feelings.
Bias	Leaning toward one side, often shown by leaving out other views.
Tone	The author's attitude toward the topic, like excited, worried, or neutral.

1. WARM-UP

0:00–0:08 · 8 min

Warm-up expectations (post these): Answer in Part 2 of the lesson worksheet (or on this sheet). Number each answer to match the question. Answer in complete sentences. For math, show your work. Work silently for 5 minutes, then share with a partner for 2 minutes. Be ready to share one answer with the class.

#	Question	Look for
1	Why might someone write a restaurant review?	To persuade readers to eat there (or avoid it) and to share their opinion.
2	Which word shows more feeling: "the old house" or "the creepy house"? Explain.	"Creepy" shows feeling; it makes the reader feel uneasy about the house.
3	A coach and a principal both write about adding an hour to recess. How might their articles be different?	The coach might focus on exercise and health; the principal might focus on learning time and schedules. Who they are shapes what they notice.

2. MINI-LESSON

0:08–0:20 · 12 min

Project the Lesson presenter from the room page. It runs the whole hour: target and agenda, warm-up with timer, hook vote, 4 teaching steps (key idea, interactive tool, turn and talk, check for understanding), I do / we do / you do, a work-time screen with a timer and expectations, debrief, and the exit ticket. Press N for teacher notes, T to pause the timer, and P to pick a student.

Hook (1 min): "Brave Students Rescue Injured Hawk" or "Hawk Found Near School": which writer cares more? Class vote: The first / The second / They care the same

Step 1 (3 min): Purpose: why the author writes

Teach	Purpose is the reason an author writes. Authors persuade to convince you, inform to teach you, or entertain to tell a story. Look at the whole text before you decide.
Interactive tool	Board and notes
Students do	Label three short texts: persuade, inform, or entertain.
Turn and talk	Can a text have more than one purpose? Give an example.
Worksheet Part 5A	An author who wants to convince me is writing to PERSUADE. An author who teaches facts is writing to INFORM.
Check for understanding	"Every family should adopt a shelter pet. These loyal animals deserve a second chance!" What is the purpose? Answer: (A) To persuade

Step 2 (3 min): Perspective: how the author sees it

Teach	Perspective is how the author sees or feels about a topic. Who the author is shapes what they notice. A farmer and a city driver see a rainy week very differently.
Interactive tool	Board and notes
Students do	Write one sentence a farmer and one a city driver might write about a rainy week.
Turn and talk	How would a student and a parent write differently about homework?
Worksheet Part 6A	Perspective is how the author SEES the topic. WHO the author is shapes their perspective.
Check for understanding	A firefighter writes, "Fireworks cause thousands of injuries each summer." Which perspective is most likely? Answer: (A) Fireworks are dangerous and need limits

Step 3 (3 min): Word choice shows perspective

Teach	Authors show perspective through word choice. Loaded words like disaster, amazing, or heroic carry strong feelings. Neutral words like event, built, or found do not.
Interactive tool	Board and notes
Students do	Circle the loaded words in two sentences and name the feeling.
Turn and talk	Why do authors use loaded words instead of neutral words?
Worksheet Part 7A	Strong words that carry feeling are called LOADED words. Words without feeling are NEUTRAL.
Check for understanding	Which sentence shows the author is AGAINST the new mall? Answer: (B) The ugly new mall swallowed our peaceful park.

Step 4 (3 min): Details included and left out

Teach	Authors also show perspective through the details they choose. What does the author include, and whose side is missing? Leaving out other views can show bias.
Interactive tool	Board and notes
Students do	List one detail only one of two authors includes.
Turn and talk	Why might an author leave out the other side of an issue?
Worksheet Part 8A	An author shows perspective through details they INCLUDE and details they leave OUT.
Check for understanding	An article about a four-day school week lists only the benefits for teachers. What does this suggest? Answer: (A) The author supports the four-day week and left out other views

I do: worked example (shown one step at a time)

1. Text: "Our town's gorgeous new skate park finally gives teens a safe place to play."
2. Purpose: to persuade readers the park is good.
3. Perspective: the author supports the park and the teens.
4. Evidence: loaded words "gorgeous," "finally," and "safe."
5. Explain: positive words show the author is for the park.

What to say on every slide is in the presenter script PDF.

We do: guided practice

Read: "The city wasted \$2 million on a fountain nobody asked for, while our roads crumble." Find the author's purpose and perspective.

1. Ask why the author wrote it: to convince readers the city made a bad choice, so the purpose is to persuade.
2. Find loaded words: "wasted," "nobody asked for," "crumble."
3. Name the perspective: the author is against the fountain and wants money spent on roads.
4. Explain how it is shown: the negative, loaded words show the author's disapproval.

Answer: Purpose: persuade. Perspective: against the fountain; shown through loaded words like "wasted" and "crumble."

You do: independent check (2 min)

"Mountain gorillas live in groups called troops, led by a silverback." What is the author's purpose? (A) To persuade (B) To entertain (C) To complain (D) To inform

Answer: (D) To inform. Students who miss it: 3-minute reteach at the teacher table, then start the room at the Explorer level.

Misconception: "Informational texts have no perspective." Every author makes choices about words and details.

Misconception: "Purpose and perspective are the same." Purpose is why the author writes; perspective is how they see the topic.

Misconception: "One strong word proves the purpose." Look at the text as a whole.

Misconception: "If it uses facts, it can't be persuasive." Persuasive writers often choose facts that support only their side.

3. ESCAPE ROOM: THE AUTHOR'S AGENDA

0:20–0:48 · 28 min

Launch: project the start screen, read the story aloud, and assign mission levels (Explorer = extra support, Agent = on level, Legend = challenge). Students can open Supports any time for read-aloud, bigger text, a word bank, and a scratch pad.

- Locks open in order, so every student moves through the same sequence. Circulate and listen for which lock is causing a traffic jam.
- Pairs work well: one student reads the clue card aloud, the other controls the device. Switch roles at every lock.
- If a group is stuck for more than 3 minutes, ask "What does the clue card say about this?" before giving the hint.

Students turn in: the completion code plus their copied "turn in your work" block (Canvas Text Entry).

4. DEBRIEF

0:48–0:52 · 4 min

1. How can two authors use the same facts but show different perspectives?
2. What clues help you tell an author's purpose?

3. Why does it matter to notice what an author leaves out?

Close the loop: return to warm-up question 3. Answer: The coach might focus on exercise and health; the principal might focus on learning time and schedules. Who they are shapes what they notice.

5. EXIT TICKET

0:52–1:00 · 8 min

Print the exit ticket PDF (page 2 is the key and mastery guide). Every item requires evidence: Part A asks students to justify each choice, Part B asks for an explanation, and Part C applies the standard to a new situation using RACE. Sort results into Mastered, Approaching, and Beginning to plan tomorrow's groups.

LESSON RESOURCES

Resource	How it fits the lesson
Warm-up worksheet (PDF)	Optional standalone warm-up (also Part 2 of the lesson worksheet), with a key.
Mini-lesson presenter	Projectable, step-by-step interactive lesson with tools and quick checks (room page).
Lesson worksheet (PDF + key)	One printable packet students complete during the whole lesson: short fill-ins and quick checks in 13 small parts that match the presenter slides.
The Author's Agenda (.html)	The escape room for Canvas, with differentiated levels, supports, and a turn-in.
Exit ticket (PDF + key)	Evidence-based check with a rubric and a mastery sorting guide.
CommonLit (extra)	Free nonfiction passages with author's purpose questions. https://www.commonlit.org/
ReadWorks (extra)	Paired texts for comparing authors' perspectives. https://www.readworks.org/
ReadWriteThink (extra)	Lessons on author's purpose and point of view. https://www.readwritethink.org/
Indiana Academic Standards (IDOE) (extra)	Official standards documents and frameworks. https://www.in.gov/doe/students/indiana-academic-standards/

ANSWER KEY: THE AUTHOR'S AGENDA

Lock 1: Desk 1: The Purpose Pile (code piece: V)

1. Sort each headline or opening line by the author's purpose. -> Persuade: Vote YES on new playground equipment!, Our town needs a dog park now. | Inform: The library is open 9 a.m. to 6 p.m., Monarch butterflies migrate up to 3,000 miles. | Entertain: The day my goldfish ran for mayor, A dragon walked into the cafeteria...

2. "Sign up for the reading challenge today. You will discover worlds you never imagined!" What is the author's purpose? -> To persuade

Lock 2: Desk 2: Who Wrote This? (code piece: O)

1. What is the crossing guard's perspective? -> Speed near the school is dangerous and needs stronger limits

2. How does being a crossing guard shape the author's perspective? -> They see speeding drivers near children every day

Lock 3: Desk 3: Loaded Words (code piece: I)

1. Sort the words. -> Loaded (shows feeling): terrifying, ripped, beloved | Neutral: passed, several, fell

2. What does Reporter A's word choice show? -> The reporter feels upset about the damage to the town

Lock 4: Desk 4: What's Missing? (code piece: C)

1. Which perspective is LEFT OUT of the article? -> Families who need child care on the fifth day
2. What does leaving out other views suggest about the author? -> The author supports the four-day week

Lock 5: Desk 5: The Editor's Test (code piece: E)

1. What is the author's purpose? -> To persuade the school board to improve lunches
2. Put the steps for explaining how an author conveys perspective in order. -> Name the author's purpose -> Name the author's perspective -> Quote the loaded words or key details -> Explain how those words show the perspective
3. Which evidence BEST shows the author's perspective? -> "soggy, tasteless lunches are a disgrace"

Final code: VOICE