



Close reading plan

The Ideal Physician, c. 320 B.C. by
www.eyewitnesstohistory.com

Created by Amy DiNoia, 2014 Connecticut Dream Team
teacher

Potential Reader/Task Challenges		
The subject matter is of high interest because the majority of readers will form opinions about the expectations of a doctor based on their own personal experiences.	Although the chunk of challenging vocabulary is presented in the first half of the text, it is necessary to include as it builds background for the quoted portion of the text.	http://www.eyewitness.com/idea/physica.htm
Most students should have the experiences necessary to access the content of the article.		
Text Description		
This is a non-fiction text that introduces students to Hippocrates who is known as the “Father of Medicine.” After a short introduction of his roots on the Greek island of Cos and Hippocrates’ philosophy on the relationship between physician and patient, the article, although not the actual oath, emphasizes his teachings in an argumentative format. The rules outline his ideas in regard to the characteristics required of a physician and the reasons justifying those rules. This text is the perfect complement to a unit on ancient Greece. “The Ideal Physician” connects ancient Greek beliefs to their influences on modern day society.		
Quantitative		
Lexile and Grade Level	1310L Grade 6	Text Length 643 words
Qualitative		
Meaning/Central Ideas		Text Structure/Organization
Meaning and central ideas of the text (the author develops his point of view that doctors need to be held to high standards in society) is somewhat explicitly stated in the first half of the text and can be implied from the examples and context given in the rest of the document describing the ideal behaviors of a physician.		The overall text is written sequentially. The introduction is followed by an unknown primary source, which is believed to have been written after Hippocrates’ death. The ideal behaviors of a physician are described in an argumentative format and represent his teachings on the subject. No graphics accompany the text.
Prior Knowledge Demands		Language Features
Students need practical knowledge on the role of a doctor. The conflicting nature to which medicine is viewed in relation to the beliefs of gods and goddesses during ancient Greek times must also be known which makes this a moderately complex text.		The introductory paragraphs contain vocabulary that is very complex which elevates the Lexile to 1310. Students will need support through this portion of the text as they will encounter a variety of tier two and tier three words. The quoted portion of the document is a Lexile of 1080, the bulk of which students will reference to comprehend the central idea. The conventionality of the text is very complex. The information presented is not straightforward and requires the reader to read closely for interpretation. The sentence structure is moderately complex with a combination of simple and compound sentences.
Vocabulary		
Tier Two Words (General academic vocabulary)		Tier Three Words (Domain-specific words)
<i>“Words that are far more likely to appear in written texts than in speech. [They] often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example.” (CCSS ELA Appendix A)</i>		<i>“[Tier Three words]...are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text.” (CCSS ELA Appendix A)</i>
<ul style="list-style-type: none"> • Empirical • Deduce • Oath • Legacy • Prescribed • Dictates • Divine 	<ul style="list-style-type: none"> • Retribution • Compendium • Fundamentals • Malady • Grim • Guffaws • Vulgar 	<ul style="list-style-type: none"> • Physician • Hippocrates • Hippocratic • Prognosis

Text-dependent questions		
Question	Standard alignment	Page of this document
According to Hippocrates' teachings, there are two important requirements of a physician in his relationship with the patient. What evidence from the text supports this conclusion?	RI 6.1	#4
How do Hippocrates' teachings convey the central idea of the text?	RI 6.2	#8
How does the structure of Hippocrates' teachings support his point of view about the doctor patient relationship?	RI 6.6	#12
Why does the author compare the importance of the patient physician relationship in ancient Greece to today?	RI 6.6	#15
Target Standards		
<ul style="list-style-type: none"> • RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. • RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. 		

Question 1

Question #1	According to Hippocrates’ teachings, there are two important requirements of a physician in his relationship with the patient. What evidence from the text supports this conclusion?
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Standard(s) covered:	RI 6.1 Cite textual evidence to support analysis of what the text says explicitly.
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Example response that meets standard	Look-fors
<p>According to Hippocrates’ teachings, there are two important requirements of a physician in his relationship with the patient. The first requirement is that “...the physician should always respect his patient.” Secondly, a physician should avoid injuring his patient and “do no harm” in attempting to treat his patient’s illness. Hippocrates’ teachings focus on how important it is that a physician should be courteous and careful with his patient.</p>	<ul style="list-style-type: none"> • Accurately cites that a doctor should be respectful. • Accurately cites that a doctor should never cause harm.

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson you will learn to support a conclusion by citing evidence based on what the text says explicitly.
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Prior knowledge to review	Quote accurately from a text when explaining what the text says explicitly.
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Steps to achieve objective	Think aloud for direct instruction
1) Ask yourself, "What is the question asking me to look for in the text?"	<ul style="list-style-type: none"> • Okay, so I'm thinking about what the question is asking me to look for in the text. • The question asks me to find evidence about what two requirements Hippocrates believed a physician should have in his relationship with his patient. • I know that a physician is a fancy word for doctor. I also know that doctors have patients. The question is asking me about their relationship. • I'm noticing that the question states that there are two requirements of a doctor in this relationship. • Hmmm, that means that I'm looking for two requirements showing how a doctor should act toward his patient. Since there are two, they should be different from each other. Therefore, the question is asking me to look for two different ways a doctor should behave toward his patient.
2) Ask yourself, "What strategies should I use to help me find my evidence?"	<ul style="list-style-type: none"> • The next thing I'm going to ask myself is, what strategies should I use to help me find my evidence?" • Since there are no headings or subheadings within the text that give clues as to where I might find the evidence, I have to rely on the notes I took when I was reading the text. I'm going to rely on what I highlighted and underlined in the text and what I wrote in the margins to help me find a paragraph that has the evidence I need to answer the question. • Before I reread my notes however, I need to know what I'm looking for. Sometimes I notice that when I'm being asked a question about what I've read, there are key words in the question that will help me to focus on what to look for in the text. So I ask myself, "What are the key words in the question that can help me to answer it?" • The key words that stand out to me as I reread the question are "physician", "relationship", and "patient". I know these are the key words because the question asks about the relationship between a physician and his patient. These words are specific words from the text. Therefore, I will look for them as I skim back through my notes. • My notes for paragraphs 1, 2, and 3 in the text summarize the background of Hippocrates' birthplace and information about the Hippocratic School and its philosophy. The author included this information to provide the history about Hippocrates. Nothing in these three paragraphs mentions the physician's relationship with his patient which are the key words I am looking for. The information I'm looking for to answer the question is not in these paragraphs. • Hmmm, my notes for paragraph 4 state, "Hippocratic Oath and how it represents the teachings of Hippocrates." I'm thinking that Hippocrates' teachings could mention what he believed about the relationship between a physician and his patient. I'm going to reread this paragraph and look for my key words. • As I reread the paragraph, I'm noticing I circled the word "oath" and underlined "...it represents his teachings and his view of the doctor-patient relationship." This sentence has the key words that I was looking for. • As I continue to read on, I realize I've found my evidence. The text states, "Two fundamentals of this relationship are that the physician should always respect his patient and do no harm in his attempt to resolve his patient's malady." I know this is the evidence I need because it specifically gives two different ways that a physician should behave toward his patient. The first is that a doctor must be respectful. The second is that he should never harm his patient. • I will use this information to answer the question.

3) Construct your response by turning the question into a statement and citing the evidence from the text to support the author's conclusion.

- Now I'm wondering how I should start my response to answer the question.
- A good way to start a response is by restating the question. The first part of the question already is a statement. I will just rewrite it. I'll start my answer with, "According to Hippocrates' teachings, there are two requirements of a physician in his relationship with the patient."
- Next, I'll write a sentence that references the first requirement that was mentioned in the text. This will support the statement. I'll write it to let the reader know it's my first piece of evidence by using a sequence word like "First."
- Since I'm using direct evidence from the text, I have to remember to cite it since the words are not my own. My first piece of evidence will be written like this: The first requirement is that "...the physician should always respect his patient." The part I put my quotation marks around is what I cited from the text.
- When I write my second piece of evidence, I'll be sure to let the reader know. I'll use another transition word like "Secondly." This way, my information is more organized as I write it and the reader will know it's my second piece of evidence.
- Again, I will be sure to cite the evidence that I use to avoid plagiarizing the text. This is how I will write my second piece of evidence, Secondly, a physician should avoid injuring his patient and "do no harm" in attempting to treat his patient's illness. Again, I cited the information that came directly from the text by using quotation marks.
- Finally, I want to write a concluding sentence to my response. My conclusion should summarize my answer to the question. Since my answer includes the evidence that proves what Hippocrates' believed was important in the doctor patient relationship, I'm going to summarize the evidence.
- Since I don't want to repeat the evidence I've already cited, I'm going to try and restate it by changing the wording. I know that Hippocrates believed that a doctor should always be respectful toward his patient. I'm wondering if there's a synonym I can use instead of respectful. This will add more interest to my writing.
- When I look up the word respectful, I see that there are a couple of choices I could use to replace it. I'm going to use the word courteous. I know what it means and it flows well in my writing.
- I will replace the phrase "do no harm" as well. If a doctor does no harm to his patient, he is careful. I will use this word in my conclusion to replace the cited phrase.
- When I am done writing my response, I will go back and reread it to be sure I've answered the question and that it sounds like my ideas flow together.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to determine the central idea of a text by analyzing the connections between main points in each paragraph. (RI 6.2)

See more examples of how to teach determining the central idea of a text by using evidence conveyed through the details. (RI 6.2)

Objective: Support a conclusion by citing evidence based on what the text explicitly states.

1. Ask yourself, "What is the question asking me to look for in the text?"
2. Ask yourself, "What strategies should I use to find the evidence?"
3. Construct your response by turning the question into a statement and citing the evidence from the text to support the author's conclusion.

No aligned examples available.

Question 2

Question #2	How do Hippocrates' teachings convey the central idea of the text?	
Standard(s) covered:	RI 6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	
	Example response that meets standard	Look-fors
	<p>Hippocrates' teachings support the central idea of the text because they outline how a doctor should behave when working with his patients. For example, Hippocrates' teachings mention that most people would probably not want a doctor giving them advice if he was overweight or wasn't concerned about his appearance. This shows that a doctor should take care of himself because "Those who fail to take care of their own physical condition are not really fit to take care of that of others." Secondly, a doctor should treat his patients well. He must act like a gentleman and treat everyone with kindness. If a doctor respects his patients, they will respect him back. Finally, a doctor should be trustworthy. When visiting a patient's home, a doctor must avoid temptations such as stealing. This would break the trust between patient and doctor. These examples show how close the relationship is between a doctor and patient and support the central idea that doctors should be well-mannered toward their patients.</p>	<ul style="list-style-type: none"> • Identifies the central idea that doctors should be well-mannered when working with their patients • Cites evidence from Hippocrates' teachings about how a doctor should behave toward his patients (taking care of himself, being kind, being trustworthy)
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:		
Objective	In this lesson, you will learn how to determine the central idea of a text by analyzing the connections between main points in each paragraph.	
Prior knowledge to review	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	

Steps to achieve objective	Think aloud for direct instruction
1) Reread and highlight main points.	<ul style="list-style-type: none"> • So, I know that the question asks how Hippocrates’ teachings convey the central idea of the text. I know that the central idea of the text is what the text is mainly about. I’m going to reread this section of the text and try to figure out who or what this part is about. As I’m reading, I’m going to highlight the main points that I find in each paragraph. • So, after reading paragraph one, I’m noticing that the author mentions that a doctor “must have a clean appearance...” I’m going to highlight this main point. • As I read paragraph 2 I’m going to look for a similar main point. STOP after reading, “...he must have a good appearance and wear good clothes.” I notice this teaching connects to the teaching in the previous paragraph. I’m going to highlight this main point. • Paragraph 3 explains that “he must observe rules...” I’m going to highlight this idea because it falls in a similar pattern as paragraphs 1 and 2. • Continue through each paragraph in this way, stopping after a connected main point. • (Main points that should be highlighted in the subsequent paragraphs include: Par. 4 – “His character must be that of a gentleman...” Par. 5 – “He must also pay attention to his technical ability...” Par. 6 – “...he should be controlled but not grim...” Par. 7 – “He must be just in every social intercourse...” Par. 8 – “...he must keep himself under strict control.” • After reading through all of the main points I’ve highlighted, I believe that this part of the text is about a doctor and what he should do.
2) Analyze the relationship between the highlighted ideas.	<ul style="list-style-type: none"> • Now that I have a collection of highlighted main points, I need to analyze the relationship between all of these main points to determine the central idea. • Within each paragraph, the author outlines the behaviors expected of a doctor followed by the reason for it. For example, in paragraph 1, the reason a doctor must care about his appearance is because people think that those who do not “are not really fit to take care of that of others.” Paragraph 4 suggests that a doctor should act like a gentleman because “...people dislike forwardness and interference...” • When I think about it, there are details in Hippocrates’ teachings that follow a particular pattern. Every one of his teachings mentions the doctor and how he should behave toward his patient. Then he goes on to explain the reason why.

<p>3) State the central idea and support with evidence.</p>	<ul style="list-style-type: none"> • So, based on the main points that I've highlighted and the similar patterns between each teaching, I think that the central idea is making an argument for what he believes is proper doctor behavior. • Looking back over the highlighted main points, I need to choose which main points best support the central idea. • Well, after reading through each of the main points, I can group them into categories. Since the first two paragraphs and paragraph 6 focus on how a doctor should look, I'll use evidence from those that describe that a doctor should take care of himself because if he can't take care of himself, the argument is that how can he be expected to take care of others? • Another argument is that a doctor should be respectful toward his patients Both paragraphs 5 and 7 support this argument because patients prefer a doctor who acts like a gentleman and do not like doctors who interfere in their personal business. He must also be fair and just so as not to offend anyone. Interacting with his patients this way will earn him their respect. • This leads to me to my third category: trustworthiness. Paragraph 8 really gives some good examples of how a doctor should be expected to behave when entering the homes of his patients. If he doesn't keep himself under strict control, the argument is that his patients will not trust him.
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Extension and practice

- For students who are struggling with finding the central idea of the text, divide them into groups. Select a different section of Hippocrates' teachings for each group to summarize. Have students reread the section in their groups. Provide them with a sticky note and when they're done reading, ask them to discuss what they've read and summarize what they think is being stated in this section of the text in their own words. Once students have dissected their portion of the text, have each group share their findings with the class. Each group should reread aloud their original paragraph, and then share their interpretation. The teacher should provide a response structure such as, "The author states that... What this means is..." As students begin to hear the summaries, they will notice that each paragraph has a similar structure. After sharing, the teacher should ask students to infer what the summaries reveal about the central idea of the text. A question that could be used to lead them to their conclusion could be, "What relationship do the main points of each section have in common?"
- For students who are struggling with finding the main points to support the central idea of the text, direct students' attention to the title of the text. Explain that a title alerts the reader to what the text will be about. Ask students to interpret what the title means by prompting them with the following questions: "What is the title of the text? What is a physician? What does ideal mean? Why did the author select this title? If the author changed the title of the text, what else could it be? Why?" After prompting students to think about the author's purpose, ask them to reflect on whether or not any part of the text relates back to the title. Once students make the connection, ask them to highlight evidence that supports the title.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to determine the central idea of a text by analyzing the connections between main points in each paragraph. (RI 6.2)

See more examples of how to teach determining the central idea of a text by using evidence conveyed through the details. (RI 6.2)

Objective: In this lesson, you will learn how to determine the central idea of a text by analyzing the connections between main points in each paragraph.

1. Reread and highlight main points.
2. Analyze the relationship between the highlighted ideas.
3. State the central idea and support with evidence

[Find the Main Idea](#)

[Determine the Central Idea](#)

[Determine the Central Idea](#)

Question 3

Question #3	How does the structure of Hippocrates’ teachings support his point of view about the doctor patient relationship?
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Standard(s) covered:	RI 6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
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Example response that meets standard	Look-fors
Hippocrates’ teachings claim that a doctor should be held to high standards to keep his reputation in good standing with his patients. His teachings go on to support this point of view with examples of how to be respectful and the reasons why a doctor should behave that way. For example, in paragraph two, he mentions how a doctor should have a clean appearance. The reason is that his patients will find him pleasant when he is helping them. Another way he should behave is by not bringing too much attention to himself. If he does, patients will question his reputation. Hippocrates’ teachings follow a similar pattern like this throughout all of his teachings. Therefore, he structures them like an argument. He makes the argument and then supports it with a reason. This structure supports his point of view that doctors should be respectful toward their patients.	<ul style="list-style-type: none"> • Response identifies the author’s point of view that doctors should behave respectfully toward his patients. • Response addresses that Hippocrates’ teachings are organized as an argument or cause and effect relationship • Response provides examples from his teachings that prove that they’re organized in an argumentative format

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson you will determine the author’s point of view by analyzing the relationship between ideas.
Prior knowledge to review	RI 5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Steps to achieve objective	Think aloud for direct instruction
1) Reread the section to determine what the author is saying.	<ul style="list-style-type: none"> • Okay, so I am going to refer back to the section of the text that outlines Hippocrates’ teachings to remind myself about what this part of the text is about. • Since we’ve already read it and have taken notes, we’ll skim the text and reread our notes as a quick reminder. • Hmm, “What is the author trying to say in this section?” • Based on the information provided, I know that all of his teachings address the behaviors of a doctor.

2) Ask, "How are these ideas related?"	<ul style="list-style-type: none"> • Now that I've determined what the author is saying, I need to think about how his ideas are related. • I'm going to reread a few of his teachings to see if I can find a similarity between them. • Well, when I read the first teaching, I'm noticing that Hippocrates claims that doctors should take care of their appearance. He then goes on to explain the reason why. In this case, patients will think he isn't fit to take care of them. • In the fourth teaching, he claims that a doctor should be kind in every interaction with his patients. The reason he states this is because patients dislike when other people know their personal business. • I think I'll take a look at one more. • In teaching eight, Hippocrates claims that a doctor should always keep himself under strict control. The reason he should act this way is because if he steals something inside of a patient's home, he will be thought of as untrustworthy. • So, I definitely see a pattern between all of these teachings. I'm noticing that the first half of the teachings make a claim, and the second half supports it. When an author defends his thinking with reasons, he is supporting his side of an argument. What Hippocrates' ideas reveal therefore, is an argumentative text structure.
3) State the author's point of view.	<ul style="list-style-type: none"> • So what does the text's structure reveal about the author's point of view? • Well, since his arguments are about how a doctor should behave and he proceeds to support those arguments with reasons, I'd say it's safe to say that Hippocrates' point of view is that doctors should be held to high standards to keep his reputation in good standing with his patients.

Extension and practice	
<ul style="list-style-type: none"> • To scaffold students' ability to identify text structure, provide them with structures that are easiest to identify first. Provide instruction in the following order: <ul style="list-style-type: none"> ○ Chronological Structure: Practice by having students retell the sequence of a text including stories from literature or processes from informational text like explaining the life cycle of a butterfly or the change in the seasons. ○ Categorical Structure: Show students how to sort information in the text, grouping like ideas and clustering details about similar aspects. Foldables are great for taking notes while reading about the different aspects of a big concept. ○ Compare-Contrast Structure: Using T-Charts, show students how to separate comparable information about each of the topics. ○ Cause-Effect Structure: Using the concepts of before and after, teach students to identify the relationships of cause(s) and effect(s). Students can use different highlighters to identify the cause in one color and the effect in another. ○ Problem-Solution Structure: Teach students to read for the problem first, and then read for the solution(s). • For students who are having difficulty determining the structure of a text, provide examples of the same topic in various text structures. Students will be able to determine how different text structures present the information in various ways. This will help them to notice patterns for various text structures including transitions and signal words associated with cause and effect, chronological order, argument, and compare and contrast. • To help students determine the author's point of view, have them complete a t-chart. Label the left hand side of the t-chart "claim." Label the right hand side "reason". Have students work in groups to go through each of Hippocrates' teachings and complete the t-chart using the information presented in the text. When students have gathered all of the claims and reasons, prompt them with several questions. Ask them how they think each of the claims are related. What do they reveal about what the author thinks? What is the author's point of view being revealed through each of these claims? 	

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (RI 6.6)

See more examples of how to teach author's point of view or purpose in a text and how it is conveyed in the text. (RI 6.6)

Objective: In this lesson you will determine the author's point of view by analyzing the relationship between ideas.

1. Reread the section to determine what the author is saying.
2. Ask, "How are these ideas related?"
3. State the author's point of view.

[Determine Author's Purpose Using Text Structure](#)

Question 4

Question #4	Why does the author compare the importance of the patient physician relationship in ancient Greece to today?
Standard(s) covered:	RI 6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Example response that meets standard	Look-fors
The author compares the importance of the patient physician relationship between ancient Greece and today to explain how Hippocrates' teachings are still applied in modern times. For example, the author states that, "One modern legacy of the teachings of Hippocrates is the Hippocratic Oath sworn by medical students upon receiving the diploma that distinguishes them as physicians." What that means is even though Hippocrates' teachings were written back in ancient times, they are important enough to apply to today's standards of doctor behavior. New doctors have to make a promise to live up to the morals people believe their doctors should have. The qualities of respect, kindness, professionalism, and fairness are expected just as much today as they were back in ancient Greek society.	<ul style="list-style-type: none"> • Response explains the reason for the comparison: how Hippocrates' teachings are still relevant today • Response cites evidence to support how Hippocrates' teachings are still relevant today
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:	
Objective	In this lesson you will determine the author's purpose by analyzing the author's use of comparisons.
Prior knowledge to review	RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI 5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Steps to achieve objective	Think aloud for direct instruction
1) Reread the text looking for comparisons.	<ul style="list-style-type: none"> • Okay, I know the question is asking me to make a comparison between ancient Greece and today. So, where in the text did the author reference these two time periods? • I remember reading about the Hippocratic Oath. I know that the Hippocratic Oath is named after Hippocrates who was from Greece and it's an oath that doctors still take today. These are some of the comparison words I am going to look for. I think I'll go the section of the text that mentions that. • Okay, here it is in paragraph 4. I'm going to reread this part to see if there are any comparisons made between ancient Greek times and today.

2) Ask yourself, "What ideas are being compared?"	<ul style="list-style-type: none"> • After rereading the paragraph I'm noticing that the author states that the Hippocratic Oath is a modern legacy of Hippocrates' teachings. • I know that modern means that it's related to today. I also know that a legacy is something that lives on long after it's gone. • I also read that medical students make a promise to live by this oath before they graduate from medical school. That seems important to know since it connects the past with the present. • These two time periods must be what is being compared. But why?
3) Identify the author's purpose.	<ul style="list-style-type: none"> • So this is what I know. Hippocrates' teachings were written a long time ago. • But, the author mentions that they're a modern legacy. That means his teachings are still relevant today. • Therefore, the reason why they're still around today is because they must still be valued. • That has to be the reason why doctors take the Hippocratic Oath. • What I'm thinking is that the author is trying to say that Hippocrates' teachings can be applied to today's standards just as much as they were a couple of thousand years ago.

Extension and practice

- Explain to students that the author's purpose is the reason why the text was written. Author's write for three main purposes:

1. Persuade- The author tries to persuade the reader to agree with their opinion.
2. Inform- The author provides information about a topic that is factual
3. Entertain- The author's goal to tell a story

Have students create a chart using the acronym "PIE." Each letter of this acronym represents each of the main purposes that an author writes. Provide students with guided practice by reading several short passages that address each of the purposes. Students are to gather facts that represent why each passage falls under a particular category in the chart.

Some question stems to help students think about author's purpose include:

- Did the author try to make me laugh? (Entertain)
- Did the author want to tell me a story? (Entertain)
- Did the author try to amuse me? (Entertain)
- Did the author give me facts? (Inform)
- Did the author try to teach me something? (Inform)
- Did the author try to convince me? (Persuade)
- Did the author want to change my opinion? (Persuade)

- Have students apply the "PIE" strategy to the text, *The Ideal Physician*.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (RI 6.6)

See more examples of how to teach author's point of view or purpose in a text and how it is conveyed in the text. (RI 6.6)

Objective: In this lesson you will determine the author's purpose by analyzing the author's use of text structure.

1. Reread the text looking for comparisons.
2. Ask yourself, "What ideas are being compared?"
3. Identify the author's purpose.

[Determine Author's Purpose Through Text Structure](#)

[Determine an Author's Point of View](#)