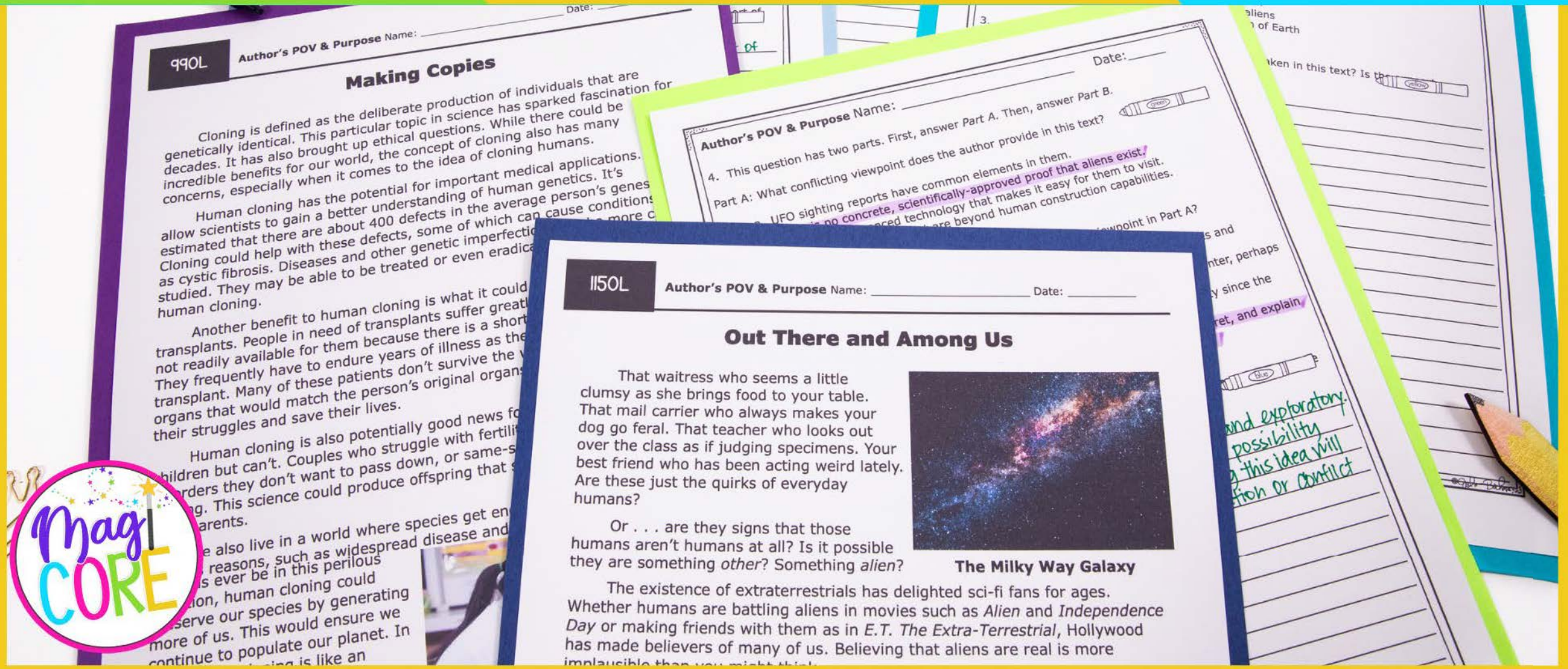
NONFICTION 7TH & 8TH GRADE RI. 7.6/8.6

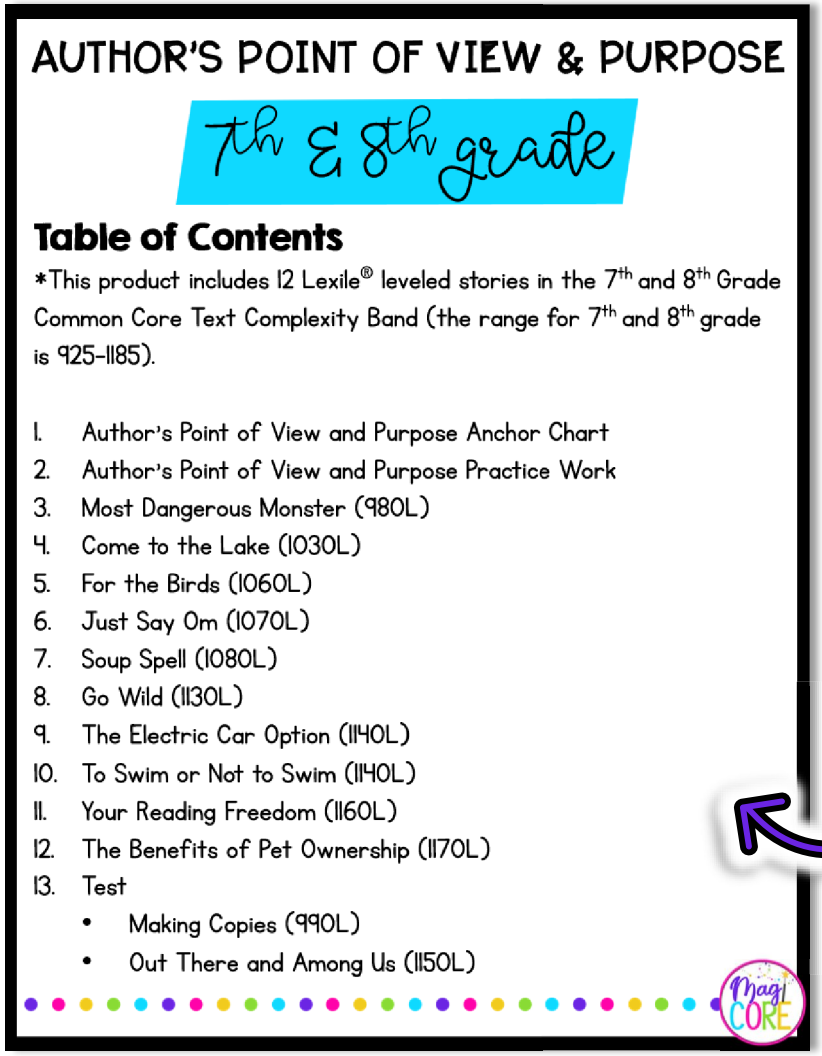


Mag CORE

AUTHOR'S POINT OF VIEW & PURPOSE

CERTIFIED LEXILE PARTNER

WHAT'S INSIDE?



AUTHOR'S POINT OF VIEW & PURPOSE

7th & 8th grade

Table of Contents

*This product includes 12 Lexile® leveled stories in the 7th and 8th Grade Common Core Text Complexity Band (the range for 7th and 8th grade is 925-1185).

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2. Author's Point of View and Purpose Practice Work
3. Most Dangerous Monster (980L)
4. Come to the Lake (1030L)
5. For the Birds (1060L)
6. Just Say Om (1070L)
7. Soup Spell (1080L)
8. Go Wild (1130L)
9. The Electric Car Option (1140L)
10. To Swim or Not to Swim (1140L)
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12. The Benefits of Pet Ownership (1170L)
13. Test
    - Making Copies (990L)
    - Out There and Among Us (1150L)

PRINTABLE PDFs covering the 7th and 8th grade text complexity band with Certified Lexile Levels.

- Anchor chart and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on nonfiction reading passages

Printable Slides Included

LEXILE®

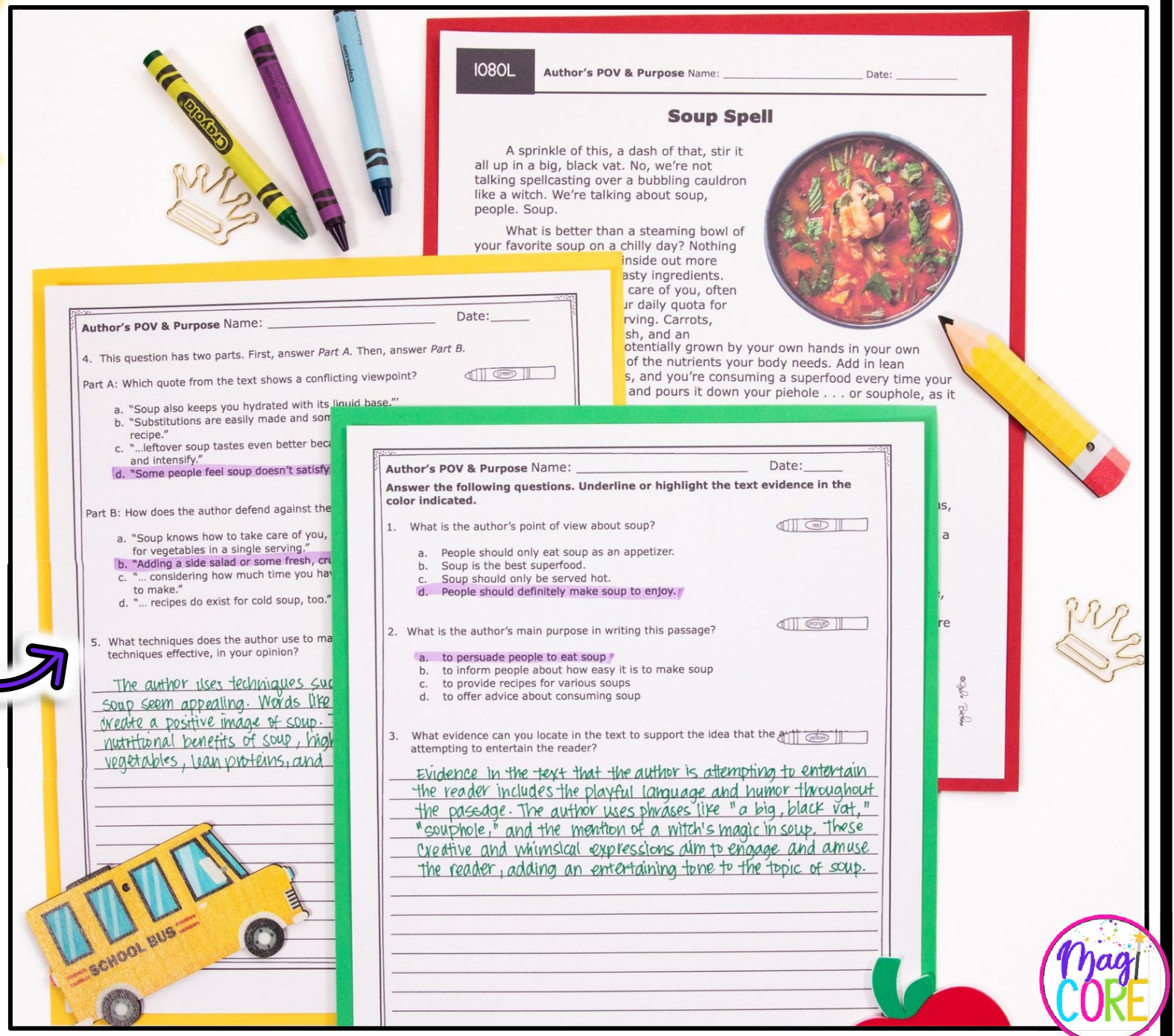
12 NONFICTION PASSAGES

- Learn in color! Visual cues reinforce text evidence.
- Teachers can quickly check student work.
- Variety of structures to spark comprehension AND curiosity.
- Dive into interesting and engaging informational texts.



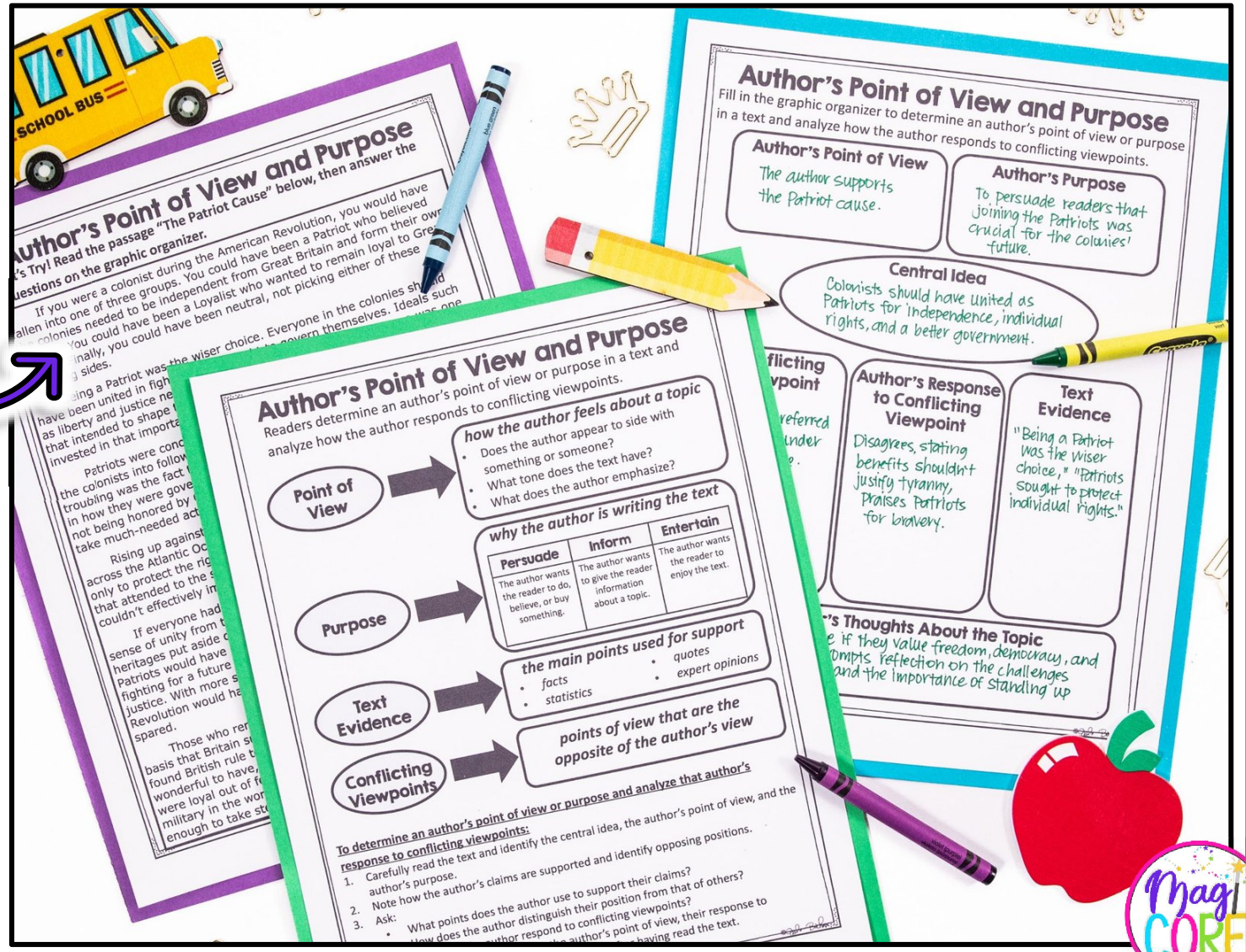
QUESTIONS

- Skill-focused, scaffolded questions
- Multiple choice and short answer
- Preps students for state testing
- Rigorous and research-based approach to questioning



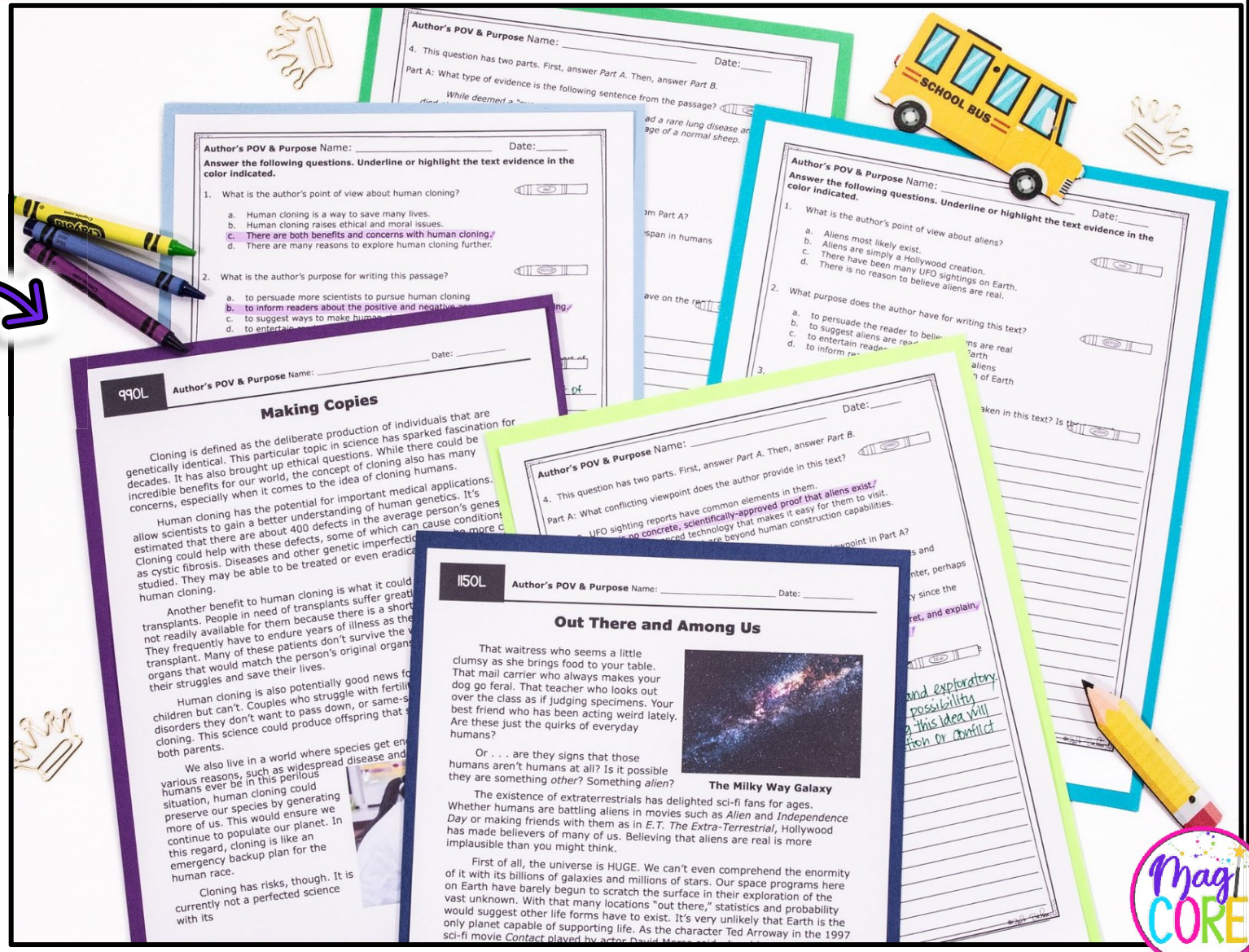
ANCHOR CHART

- Anchor chart breaking down the author's point of view and purpose
- Practice passage and warmup activity sheet
- Use to introduce the skill
- Students reference throughout the unit
- Use in student journal as a reference



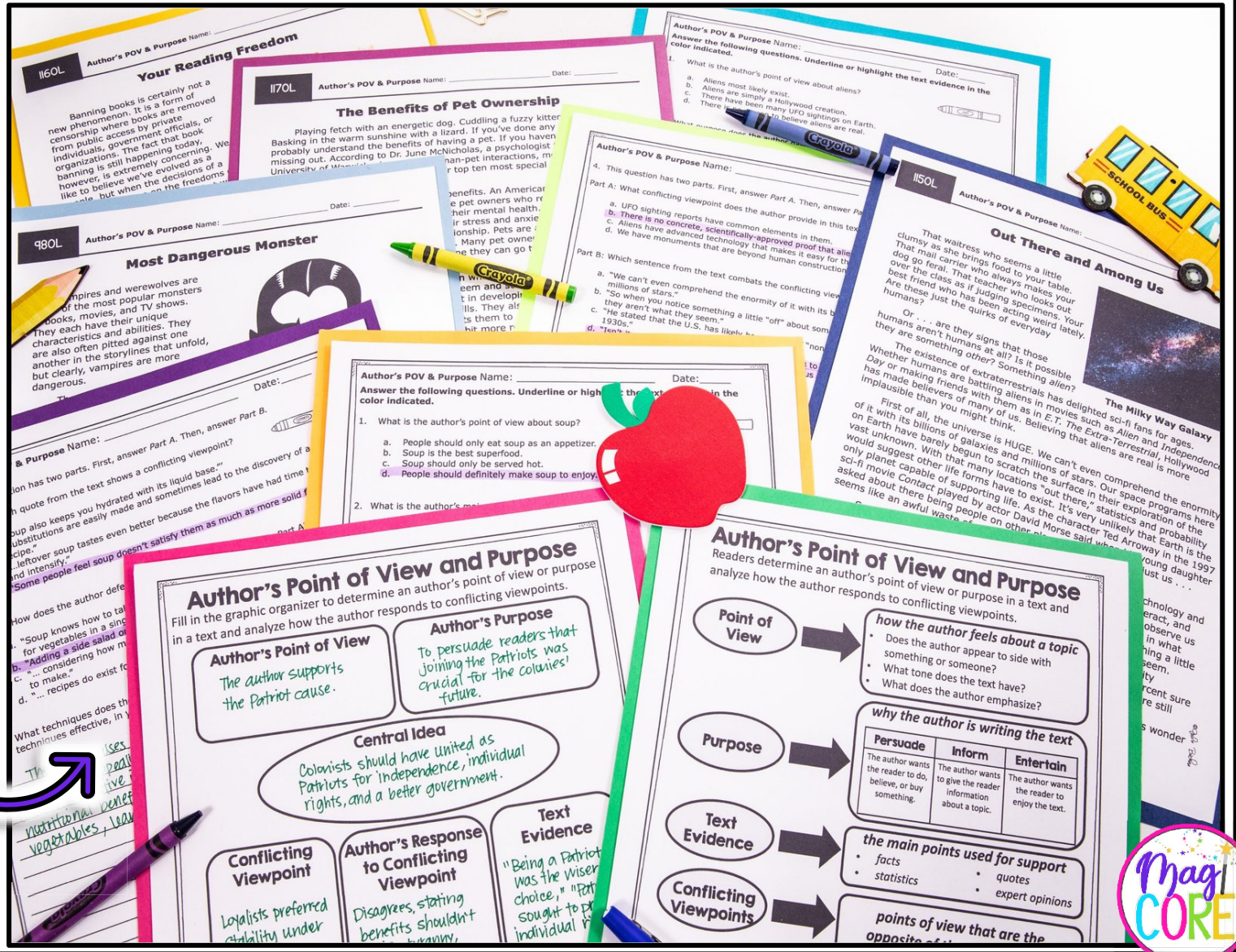
ASSESSMENTS

- Same format as practice
- Two tests with different Lexile levels
- Color-coding
- Follows best practices for standardized assessments



WHY IT WORKS

- Certified Lexile measures
- High - interest texts to motivate readers
- Cross - curricular topics
- Scaffold approach will help your students meet grade level expectations.
- Classroom tested! Trusted by over 1,000 teachers... and counting!... To help students grow their reading skills



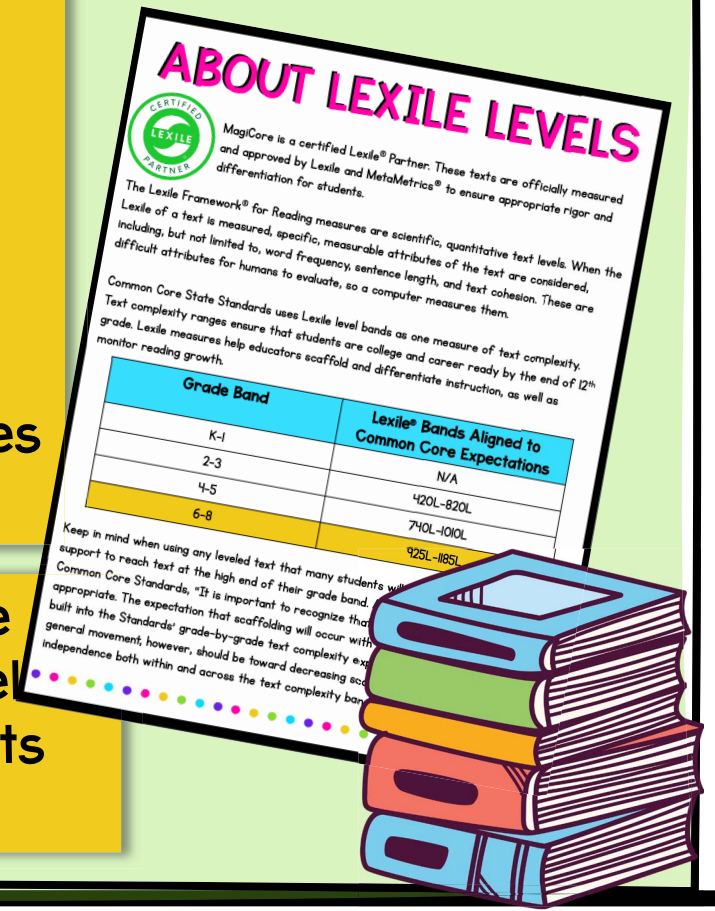
ALIGNS TO SCIENCE OF READING

Research shows that wide reading has the biggest impact on student reading progress.

Our passages provide that essential variety of fiction structures and topics.

Students need scaffolded instruction to access grade level texts. Without it, students are not exposure to linguistic and textural features, putting them further behind.

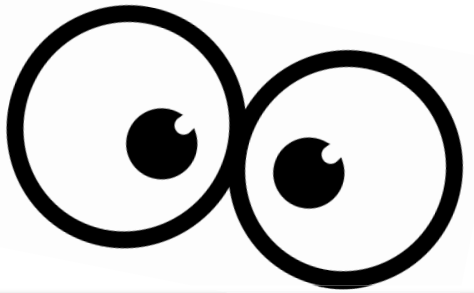
Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.



Fun fact! From 2nd grade on, students make greater reading gains when taught from texts that are as much as two grade levels above their "instructional" reading level.

Lead the way! Our texts are leveled to master grade-level expectations and set students up for success.

TAKE A PEEK



Author's Point of View and Purpose

Readers determine an author's point of view or purpose in a text and analyze how the author responds to conflicting viewpoints.

Point of View → *how the author feels about a topic*
- Does the author appear to side with something or someone?
- What tone does the text have?
- What does the author emphasize?

Purpose → *why the author is writing the text*

Persuade	Inform	Entertain
The author wants the reader to do, believe, or buy something.	The author wants to give the reader information about a topic.	The author wants the reader to enjoy the text.

Text Evidence → *the main points used for support*
- *facts*
- *statistics*
- *quotes*
- *expert opinions*

Conflicting Viewpoints → *points of view that are the opposite of the author's view*

To determine an author's point of view or purpose and analyze that author's response to conflicting viewpoints:

1. Carefully read the text and identify the central idea, the author's point of view, and the author's purpose.
2. Note how the author's claims are supported and identify opposing positions.
3. Ask:
   - What points does the author use to support their claims?
   - How does the author distinguish their position from that of others?
   - How does the author respond to conflicting viewpoints?
4. Summarize your thoughts about the author's point of view, their response to conflicting viewpoints, and your own beliefs after having read the text.

©Style Patrol

Author's Point of View and Purpose

Let's Try! Read the passage "The Patriot Cause" below, then answer the questions on the graphic organizer.

If you were a colonist during the American Revolution, you would have fallen into one of three groups. You could have been a Patriot who believed the colonies needed to be independent from Great Britain and form their own country. You could have been a Loyalist who wanted to remain loyal to Great Britain. Finally, you could have been neutral, not picking either of these opposing sides.

Being a Patriot was the wiser choice. Everyone in the colonies should have been united in fighting for the right to govern themselves. Ideals such as liberty and justice needed to be upheld by all. The Patriot cause was one that intended to shape the future, and all colonists should have been fully invested in that important goal.

Patriots were concerned with showing Great Britain that it could not bully the colonists into following its policies and paying its taxes. Particularly troubling was the fact that Britain didn't allow the colonists to have much say in how they were governed and what laws they followed. Basic rights were not being honored by Great Britain, and to join the Patriot movement was to take much-needed action against this unfairness.

Rising up against a suffocating monarchy that existed thousands of miles across the Atlantic Ocean was the honorable path to take. Patriots sought only to protect the rights of individuals and set up a system of government that attended to the specific needs of the colonies. This was something Britain couldn't effectively implement from across the sea.

If everyone had joined the Patriots, there would have been a better sense of unity from the start of the American Revolution. People with varied heritages put aside differences to fight together for freedom, and more Patriots would have made this energy stronger. Everyone would have been fighting for a future country built on the ideals of freedom, democracy, and justice. With more support on the Patriot side, victory in the American Revolution would have come sooner, and lives lost in battle could have been spared.

Those who remained Loyalists believed they were right to do so on the basis that Britain supplied stability, protection, and order in the colonies. They found British rule to be the more favorable option. While these features were wonderful to have, they shouldn't have come at the price of tyranny. Loyalists were loyal out of fear of the unknown and of going up against the strongest military in the world at that time. Patriots, on the other hand, were brave enough to take steps toward liberty no matter the cost.

Author's Point of View and Purpose

Fill in the graphic organizer to determine an author's point of view or purpose in a text and analyze how the author responds to conflicting viewpoints.

Author's Point of View

Author's Purpose

Central Idea

Conflicting Viewpoint

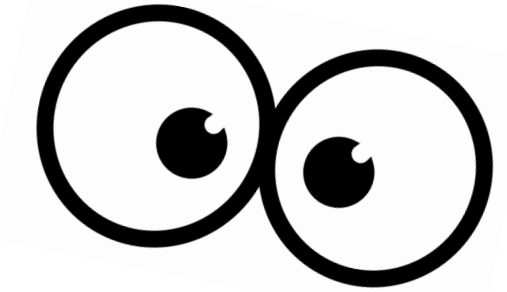
Author's Response to Conflicting Viewpoint

Text Evidence

Reader's Thoughts About the Topic

Magic CORE

AND ANOTHER PEEK



980L **Author's POV & Purpose** Name: _____ Date: _____

Most Dangerous Monster



Vampires and werewolves are some of the most popular monsters in books, movies, and TV shows. They each have their unique characteristics and abilities. They are also often pitted against one another in the storylines that unfold, but clearly, vampires are more dangerous.

The first reason vampires are to be feared more than werewolves is their immortality. While werewolves usually have extended lifespans, they do age and eventually die. Vampires, on the other hand, have the potential to live for an eternity. Living forever allows vampires to learn all there is to know. This makes them an opponent no one wants to go up against.

Vampires also have the ability to control minds. They can manipulate human behavior. Compelling humans to do their bidding gives them an advantage in many situations. They can use this power to create a disposable army for themselves if need be. Vampires could also cause great chaos among those they control.

Moving quietly makes vampires more dangerous creatures, too. Their ability to sneak up on their victims far exceeds the thrashing around, and growling werewolves do upon attack. Vampires are difficult to detect. This allows them to carry out their business without being noticed. This level of stealth, coupled with their incredible strength and speed, makes them the perfect predator.

The fact that a vampire's diet consists solely of human blood ups their danger factor, too. Their cravings make them liable to hunt a human down at any moment to drink their fill. A werewolf's diet, on the other hand, is not so perilous for the human population. They have other menu options that could lead them away from human targets.

Vampires are also immune to many weapons. They are able to remain unaffected by bullets, blades, and other devices that could easily end a

©Robin Barker

Author's POV & Purpose Name: _____ Date: _____

Answer the following questions. Underline or highlight the text evidence in the color indicated.

1. What is the author's point of view about the topic of this passage? (red)

   a. Werewolves are the most dangerous monsters.
   b. Vampires and werewolves are evenly matched opponents.
   c. Vampires are the most dangerous monsters.
   d. Werewolves have better abilities than vampires.

2. What is the author's purpose for writing this text? (orange)

   a. to persuade readers into believing vampires are better than werewolves
   b. to persuade readers into believing werewolves are better than vampires
   c. to inform readers about the features of vampires and werewolves
   d. to entertain readers with stories including vampires and werewolves

3. What evidence does the author supply to support the point of view taken in this passage? How does that evidence affect the reader? (yellow)

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Author's POV & Purpose Name: _____ Date: _____

4. This question has two parts. First, answer *Part A*. Then, answer *Part B*.

Part A: What conflicting viewpoints does the author present in this text? (green)

   a. Vampires have the ability to go undetected.
   b. Werewolves are strong, fast, agile, and hard to kill.
   c. Werewolves have a particular diet that makes them predators.
   d. Vampires can control the minds of humans.

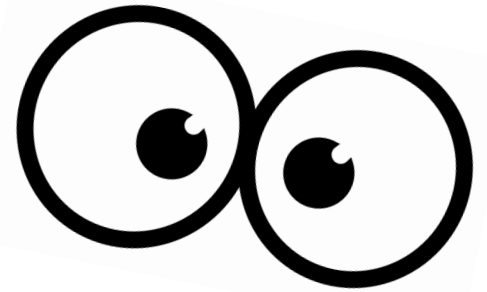
Part B: Which quote from the text shows how the author deals with the conflicting viewpoint from Part A?

   a. Werewolves are "more human than vampires."
   b. Vampires are "immune to many weapons."
   c. Werewolves "age and eventually die."
   d. Vampires "carry out their business without being noticed."

5. Do you agree or disagree with the author's point of view on this topic? Give at least one reason related to the text to support why you feel the way you do? (blue)

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CHECK THIS OUT TOO!



IHOL **Author's POV & Purpose** Name: _____ Date: _____

The Electric Car Option



In an attempt to combat climate change and concerns over non-renewable energy sources, the public's attention has been turned to electric cars. There are both benefits and drawbacks to this technology, however. The decision to jump into an electric car must be weighed carefully.

Electric cars do, indeed, have many advantages, the most noteworthy being their environmental friendliness. With zero production of tailpipe emissions, because they have no exhaust, these cars don't release harmful pollutants or greenhouse gases like gasoline-powered vehicles. This significantly reduces air pollution and helps to battle climate change.

Our wallets get a break with electric cars as well. They are cheaper to operate because electricity is less expensive than gasoline. Money is saved on the maintenance of electric cars also. They have fewer moving parts that can break over time. Additionally, electric cars use regenerative braking to slow down. This means their mechanical brakes are used less frequently, leading to a much slower rate of wearing down.

A reduction in noise pollution is another benefit of electric cars. They are much quieter than gas-powered vehicles, creating a less noisy, more peaceful environment, particularly in urban areas that see large amounts of traffic on a regular basis. The driving experience overall is improved, too. The instant torque in electric cars provides smooth, peppy, and rapid acceleration without the struggles gas-powered cars often endure.

In an attempt to get more people to switch to an electric vehicle, many governments offer monetary perks to owning them. Financial incentives, tax credits, and rebates lessen the costs of electric cars. This makes them more attractive to consumers. These benefits directly affect the upfront costs of purchasing an electric car.

This all sounds wonderful, but electric cars have their disadvantages as well. One of the biggest concerns is range. On average, electric cars now in production can go between 100 and 300 miles on a single charge. For travelers who do large amounts of driving over long distances,

©Kelly Bailey

Author's POV & Purpose Name: _____ Date: _____

Answer the following questions. Underline or highlight the text evidence in the color indicated.

1. What point of view does the author have about electric cars? (red)

   a. Electric cars will never replace gas-powered vehicles.
   b. Electric cars are far too expensive for average drivers.
   c. Electric cars show promise, but they are not perfect yet.
   d. Electric cars are an environmentally-friendly driving option.

2. What purpose does this article serve? (orange)

   a. It attempts to persuade readers to buy electric cars.
   b. It attempts to entertain readers with electric car travel stories.
   c. It attempts to inform readers about the pros and cons of electric cars.
   d. It attempts to suggest which electric cars are the best deal for drivers.

3. What reasons does the author give to support a future with electric cars? How might these reasons affect a reader? (yellow)

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Author's POV & Purpose Name: _____ Date: _____

4. This question has two parts. First, answer *Part A*. Then, answer *Part B*.

   Part A: What downsides to electric cars does the author discuss in this text? Choose all that apply. (green)

   a. Limited charge affects driving range.
   b. There is no demand for electric cars right now.
   c. No charging infrastructure at this time.
   d. Fewer body styles and features to choose from.

   Part B: Because of the downsides in Part A, what advice does the author give readers?

   a. Weigh the pros and cons carefully before purchasing an electric car.
   b. Wait to buy an electric car until more charging stations are built.
   c. Drive only short distances with an electric car to save the charge.
   d. Settle for limited body styles and features in electric cars.

5. Do you believe the author is more in favor of electric cars or more against them? What text evidence supports your belief? (blue)

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UPGRADE THEIR SKILLS!

The THEME AND CENTRAL IDEA Unit Contains:

- 12 Printable Lexile Leveled Reading Comprehension Passages
- Anchor Charts
- Rigorous comprehension questions for each passage
- Assessment Passages and Question
- Prepares students to determine a theme or central idea of a text

Love this unit but want to focus on Literary Skills? Try the THEME & CENTRAL IDEA unit!

