NONFICTION | 3RD GRADE | RI.3.6

AUTHOR'S VIEWPOINT

LEXILE

TRUSTED BY OVER 7,000 TEACHERS

Level: 780

Author's View Point

Name: Julie Bochese Date: 1/20

Dogs vs. Cats

Have you tried to decide if your next pet should be a cat or a dog? The answer is simple! Dogs are much better pets than cats.

There is no better feeling than coming home from a long day to a dog waiting at the door for you with its tail wagging. (1) Dogs are loving and loyal pets. Cats are usually independent and like to be left alone.

(2) Another reason why dogs are better pets than cats is that dogs can protect you from danger. Dogs are defensive and will go great lengths to protect humans in their packs. On the other hand, cats are not protective. They will run from any danger.

(3) Additionally, dogs are better pets than cats because they can help keep you active and fit. Unlike cats, dogs need regular walks and play time. This helps keep their owners active and in shape.

If you are wondering if a dog or a cat is the perfect pet for you, the answer is simple. Dogs are the most loyal, protective, and fun pets you could get.



Which key point would the author of "Dogs vs. Cats" agree with?

a. Cats don't need a lot of space.
b. Cats are easy to take care of.
c. Dogs bark and disturb neighbors.
d. Dogs will cheer

hen you are sad.

th the author? Use at least three main

the author of Dogs
etter pets than cats
ffectionate. they love
le and get rubs.
e. their sweet puppy
g tails are sure to
gs are playful.
go for runs and

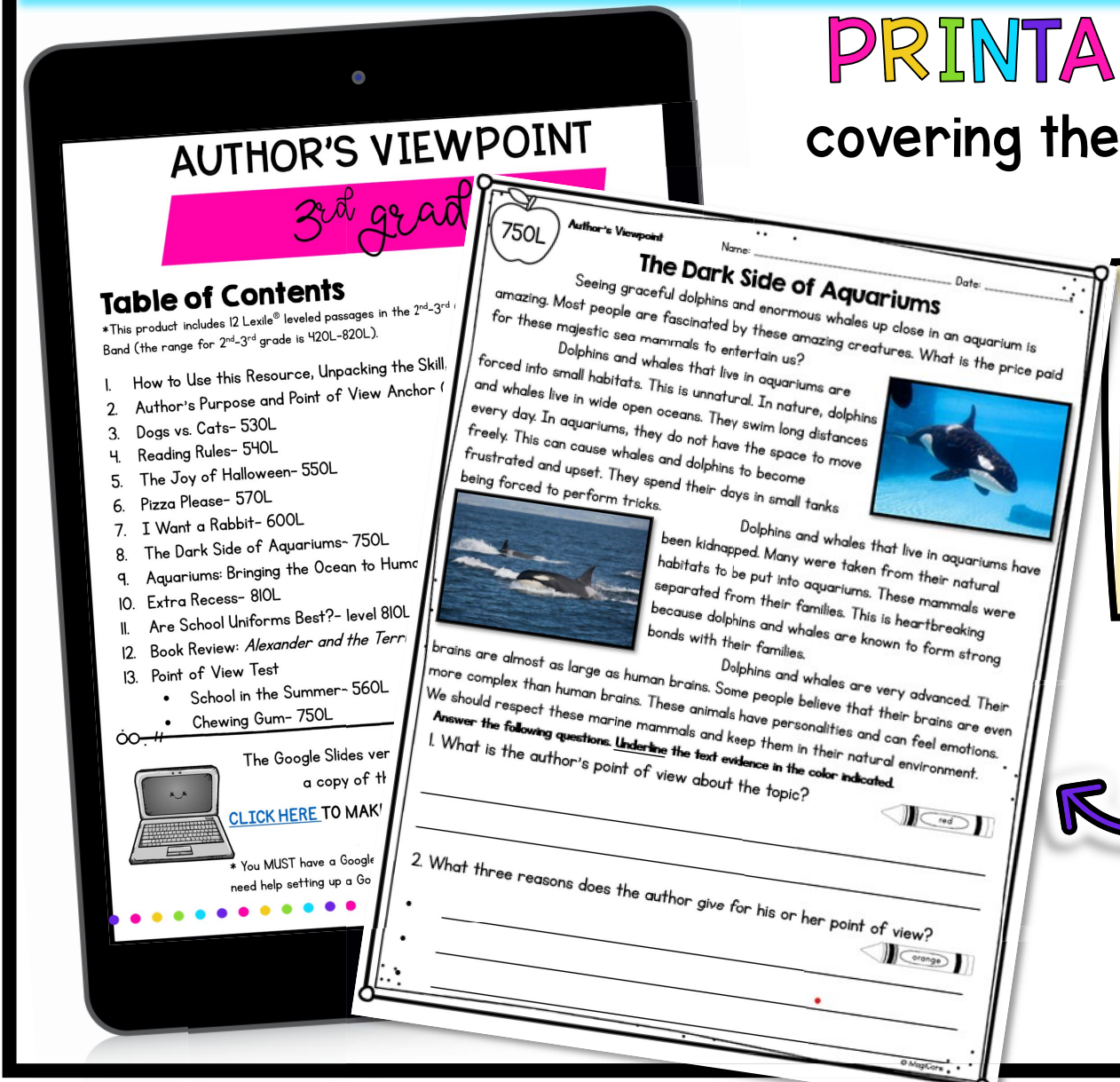




MagCORE

WHAT'S INSIDE?

PRINTABLE PDFs and **DIGITAL** Google Slides covering the 2nd and 3rd grade text complexity band with Certified Lexile Levels.



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

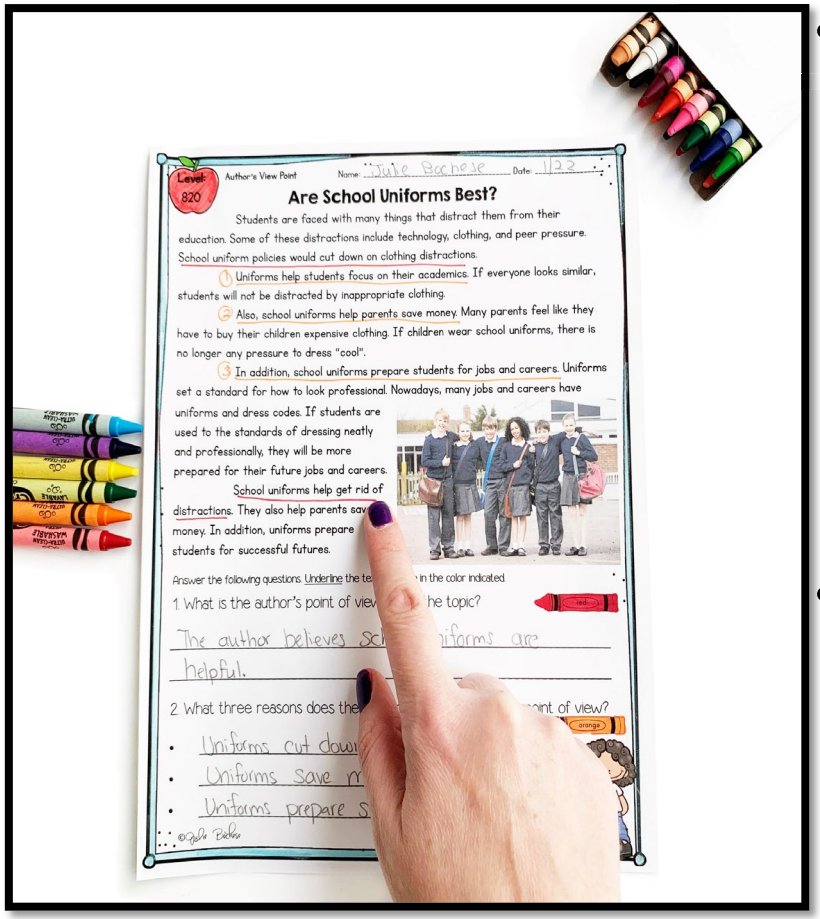
Printable and Google Slides Included

LEXILE®

10 NONFICTION PASSAGES



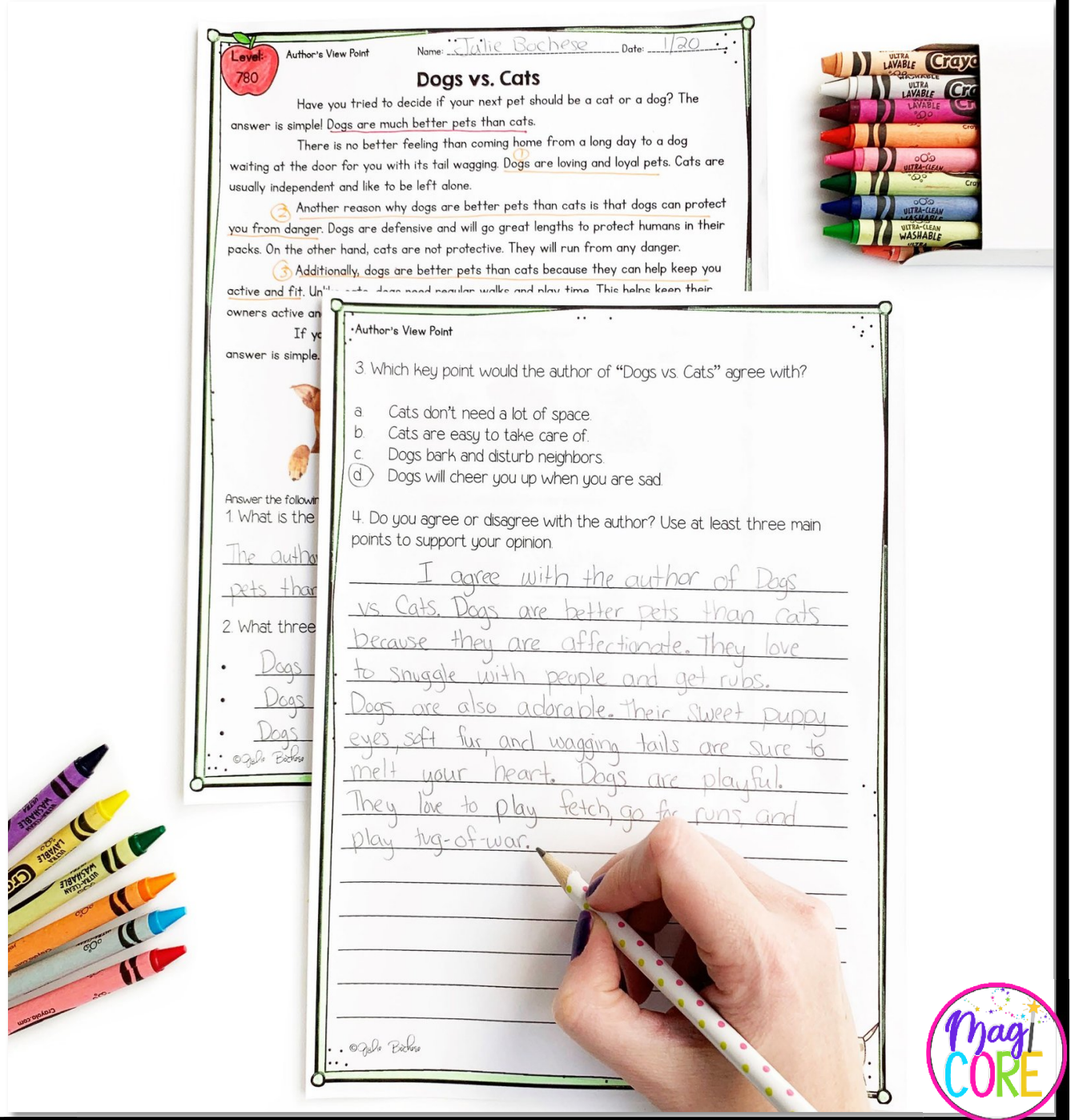
- Learn in color! Visual cues reinforce text evidence
- Teachers can quickly check student work.



- Variety of text structures to spark comprehensi on AND curiosity.
- Dive into informational, and scientific texts.

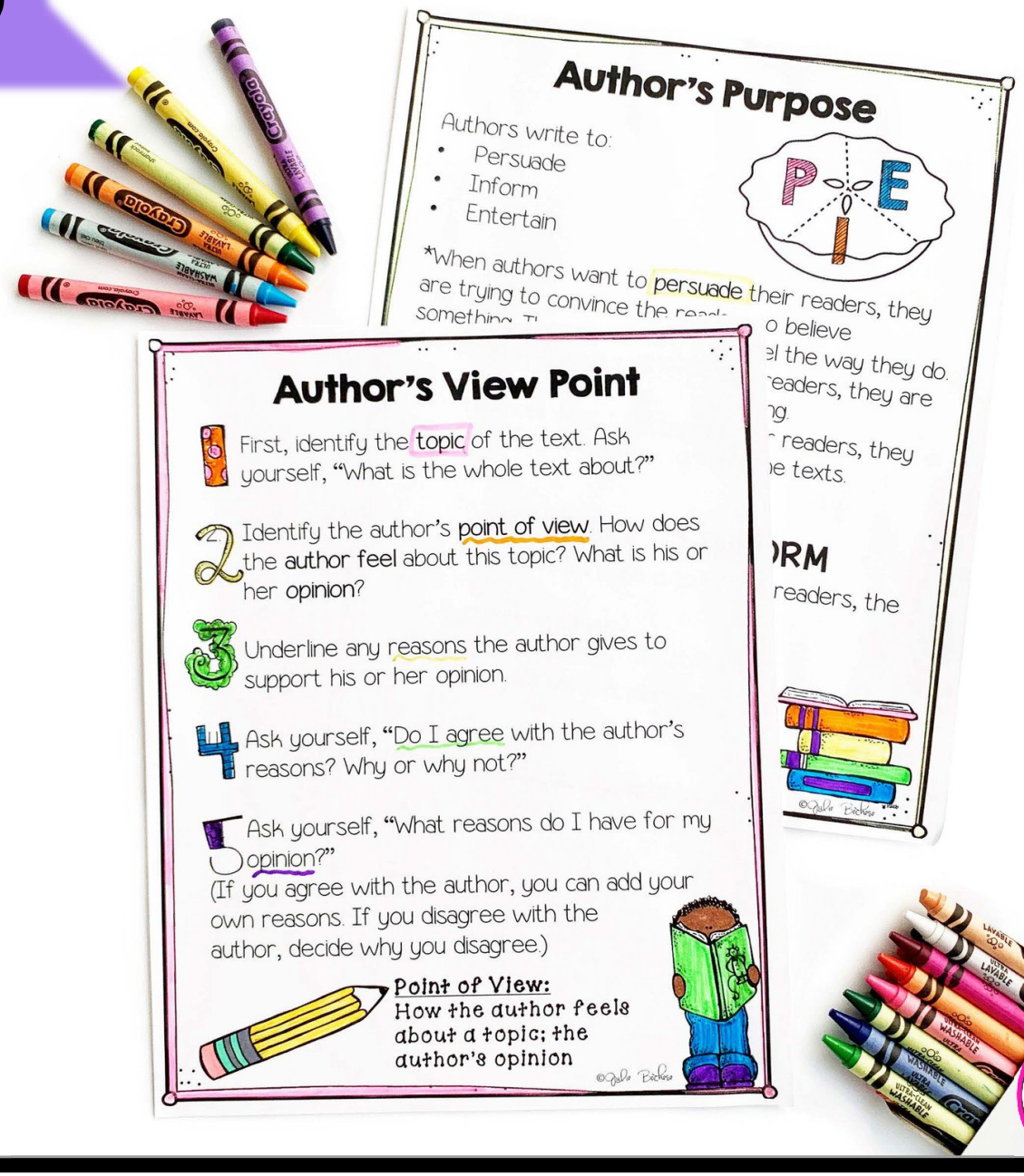
QUESTIONS

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

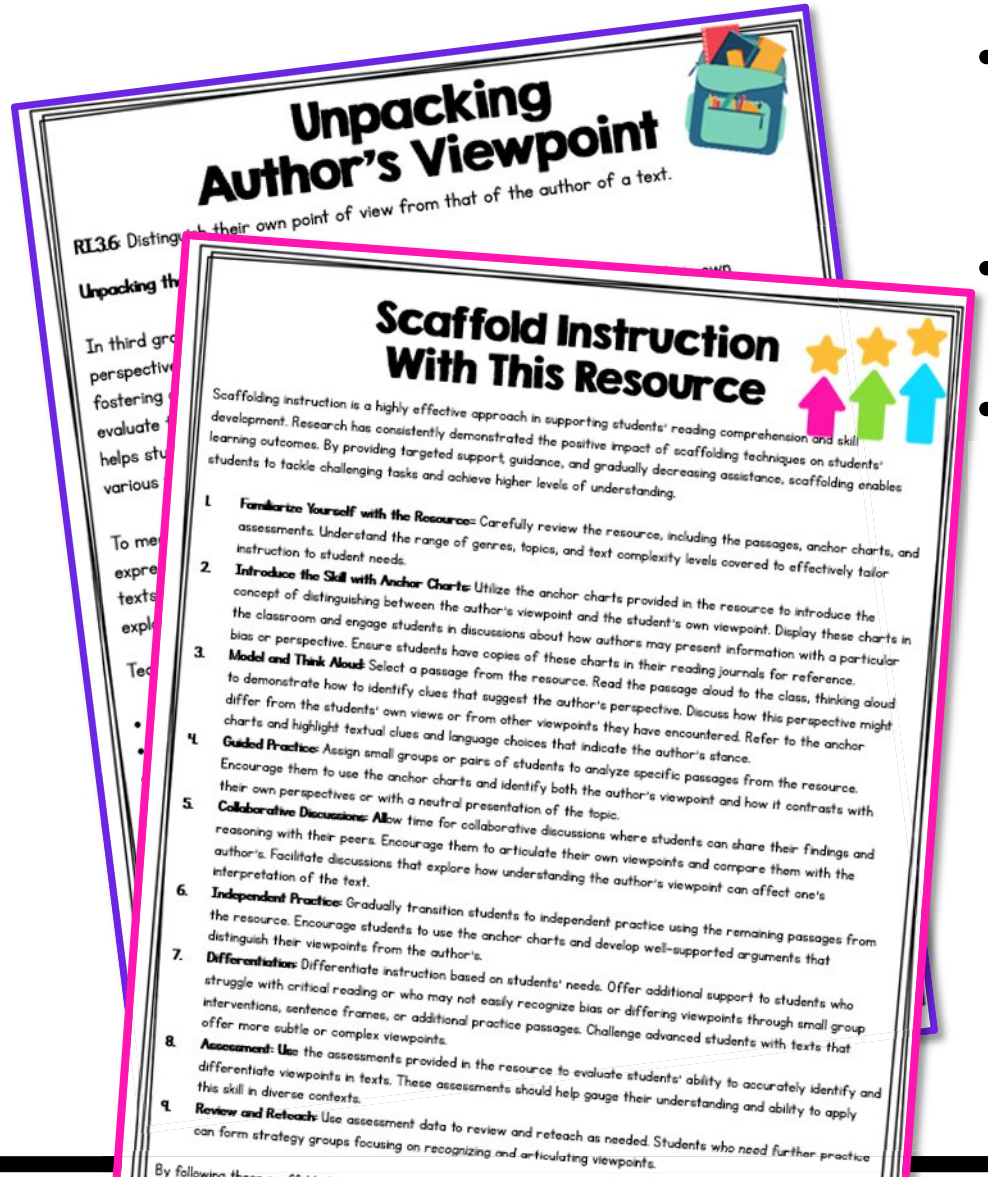


ANCHOR CHARTS

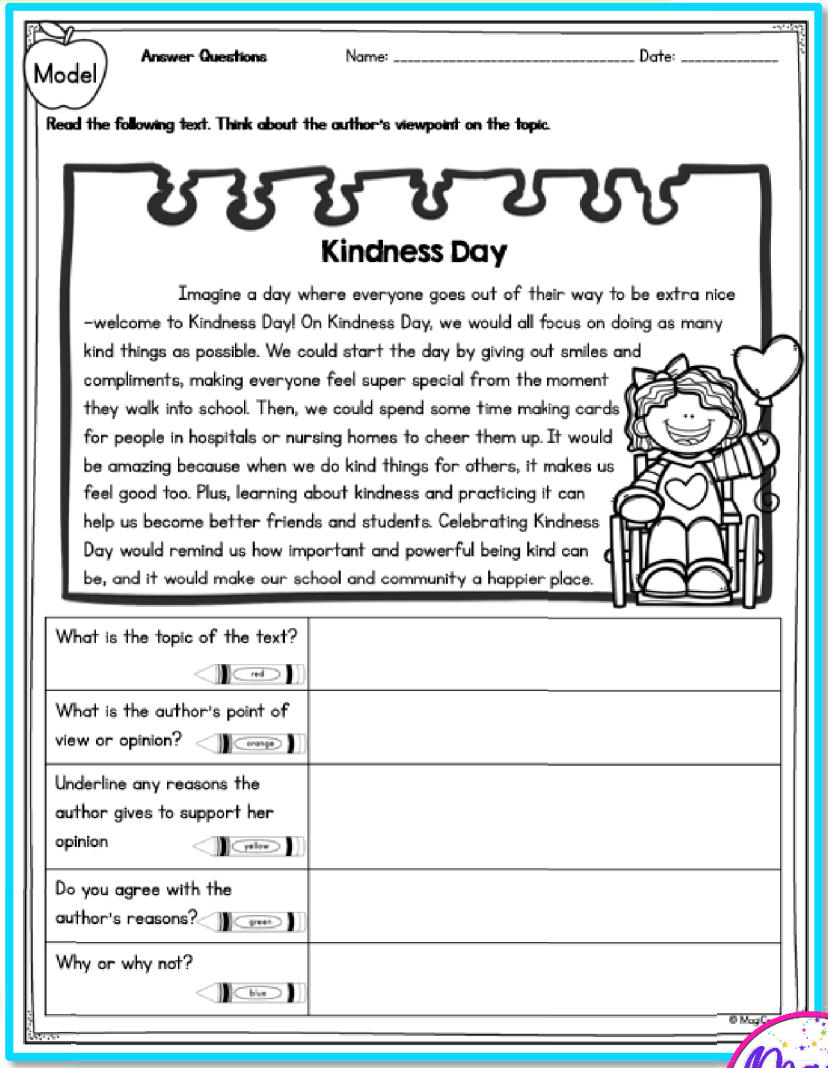
- 2 Anchor charts
- Use to introduce the skill
- Students reference throughout the unit



MODEL PASSAGES & TEACHER DIRECTIONS



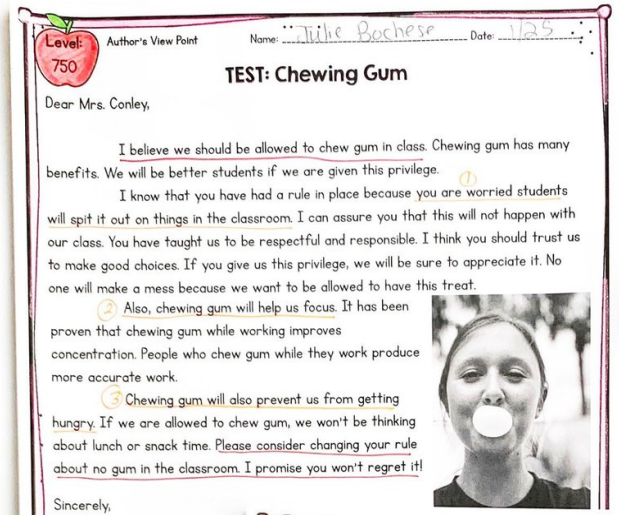
- Unpack the standard
- Prerequisite skills
- How to use this resource.



Model text and questions

ASSESSMENTS

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


Level: 750 Author's View Point Name: Julie Bochese Date: 1/25

TEST: Chewing Gum

Dear Mrs. Conley,

I believe we should be allowed to chew gum in class. Chewing gum has many benefits. We will be better students if we are given this privilege.

I know that you have had a rule in place because you are worried students will spit it out on things in the classroom. I can assure you that this will not happen with our class. You have taught us to be respectful and responsible. I think you should trust us to make good choices. If you give us this privilege, we will be sure to appreciate it. No one will make a mess because we want to be allowed to have this treat.

Also, chewing gum will help us focus. It has been proven that chewing gum while working improves concentration. People who chew gum while they work produce more accurate work.

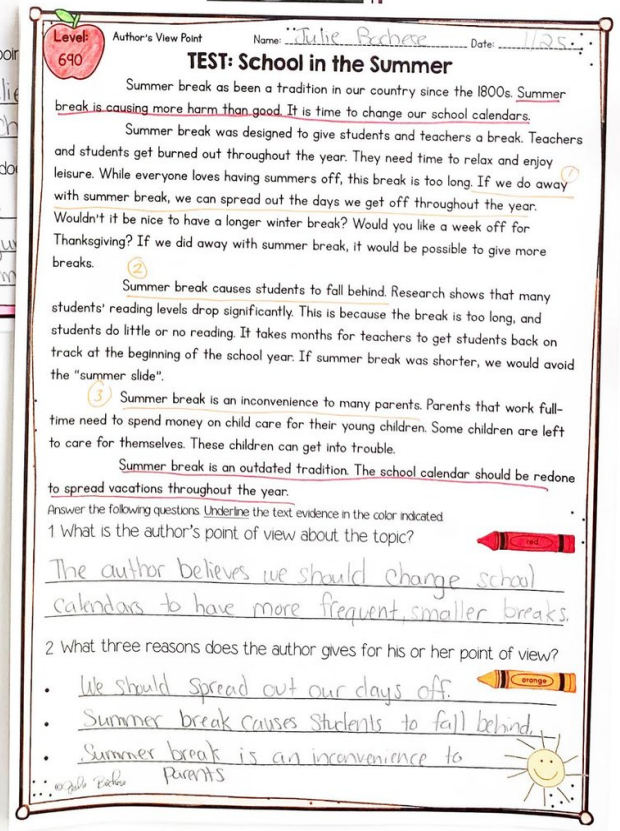
Chewing gum will also prevent us from getting hungry. If we are allowed to chew gum, we won't be thinking about lunch or snack time. Please consider changing your rule about no gum in the classroom. I promise you won't regret it!

Sincerely,
Jeremy

1 What is the author's poi
The author beli
allowed to ch
2 What three reasons do
Students are
Chewing gu
Chewing gum






Level: 690 Author's View Point Name: Julie Bochese Date: 1/25

TEST: School in the Summer

Summer break as been a tradition in our country since the 1800s. Summer break is causing more harm than good. It is time to change our school calendars.

Summer break was designed to give students and teachers a break. Teachers and students get burned out throughout the year. They need time to relax and enjoy leisure. While everyone loves having summers off, this break is too long. If we do away with summer break, we can spread out the days we get off throughout the year. Wouldn't it be nice to have a longer winter break? Would you like a week off for Thanksgiving? If we did away with summer break, it would be possible to give more breaks.

Summer break causes students to fall behind. Research shows that many students' reading levels drop significantly. This is because the break is too long, and students do little or no reading. It takes months for teachers to get students back on track at the beginning of the school year. If summer break was shorter, we would avoid the "summer slide".

Summer break is an inconvenience to many parents. Parents that work full-time need to spend money on child care for their young children. Some children are left to care for themselves. These children can get into trouble.

Summer break is an outdated tradition. The school calendar should be redone to spread vacations throughout the year.

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

1. What is the author's point of view about the topic?

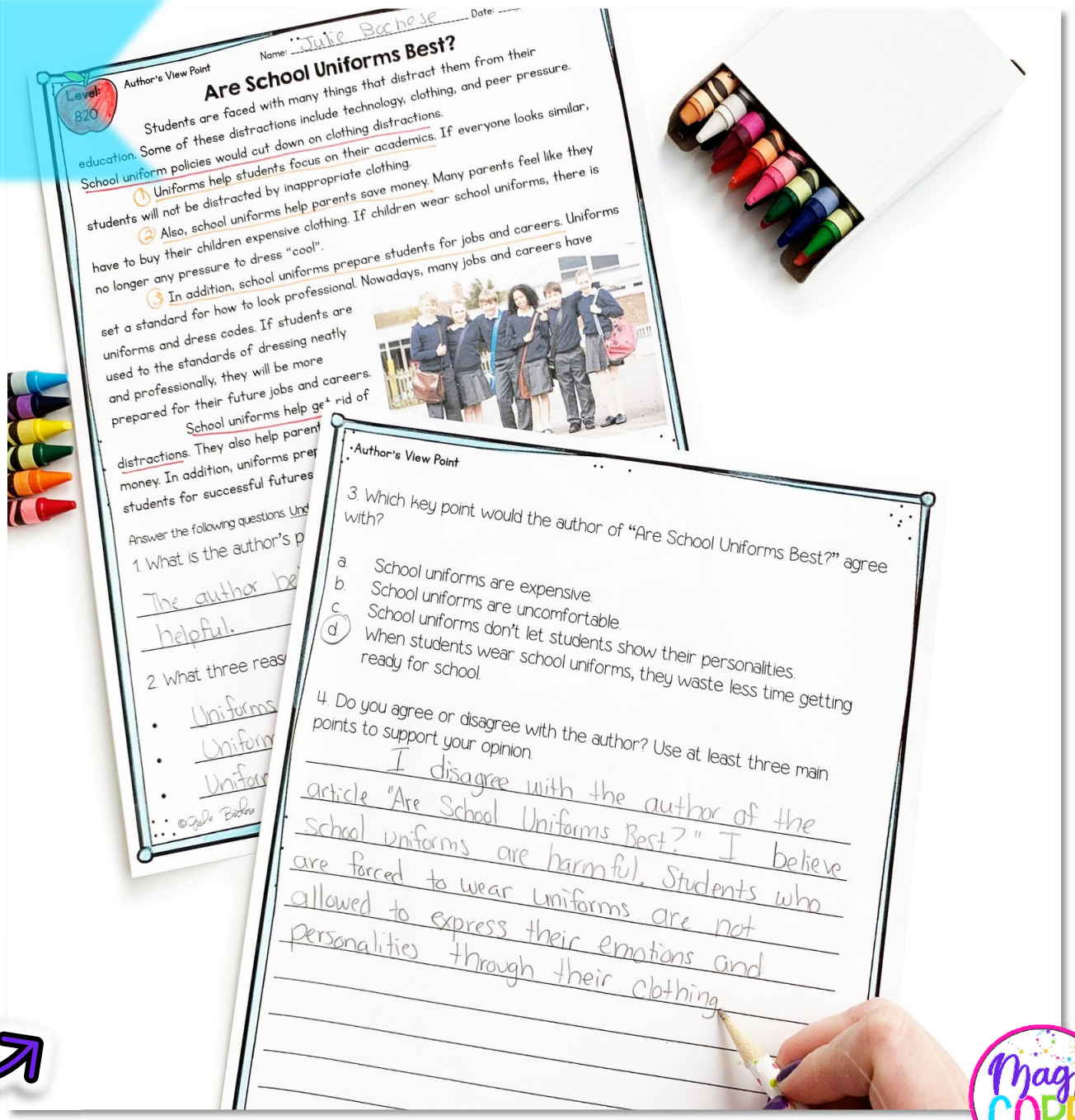
The author believes we should change school calendars to have more frequent, smaller breaks.

2 What three reasons does the author gives for his or her point of view?

- We should Spread out our days off.
- Summer break causes Students to fall behind.
- Summer break is an inconvenience to Parents

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 7,000 teachers... and counting!



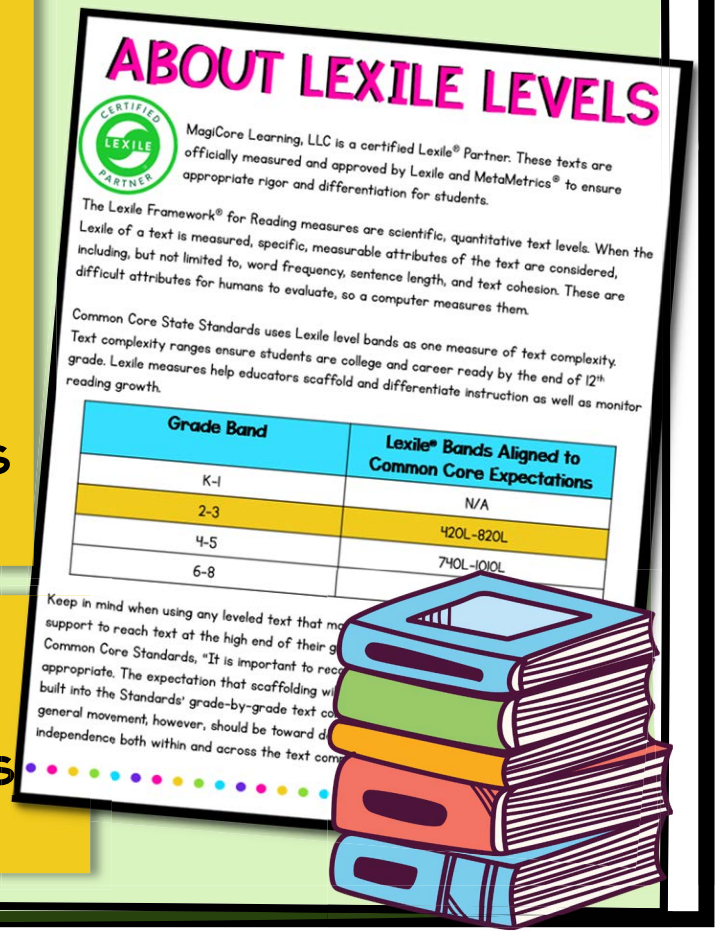
ALIGNS TO SCIENCE OF READING

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

Our passages provide that essential variety of nonfiction 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.

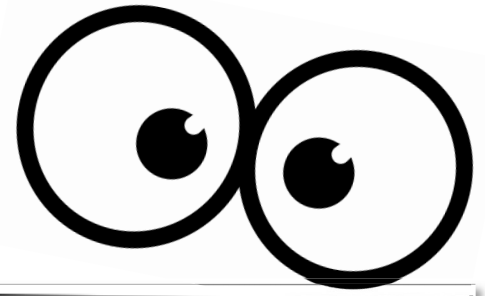
Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.



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 VIEWPOINT

3rd grade

Table of Contents

*This product includes 12 Lexile® leveled passages in the 2nd-3rd Grade Common Core Text Complexity Band (the range for 2nd-3rd grade is 420L-820L).

1. How to Use this Resource, Unpacking the Skill, Scaffolding for Success
2. Author's Purpose and Point of View Anchor Charts (2 pgs.)
3. Dogs vs. Cats- 530L
4. Reading Rules- 540L
5. The Joy of Halloween- 550L
6. Pizza Please- 570L
7. I Want a Rabbit- 600L
8. The Dark Side of Aquariums- 750L
9. Aquariums: Bringing the Ocean to Humans- level 750
10. Extra Recess- 810L
11. Are School Uniforms Best?- level 810L
12. Book Review: *Alexander and the Terrible, Horrible, No Good, Very Bad Day*- 870L
13. Point of View Test
    - School in the Summer- 560L
    - Chewing Gum- 750L



The Google Slides version of this resource requires that you make a copy of the resource to your own Google Drive.

CLICK HERE TO MAKE A COPY OF THIS RESOURCE TO YOUR GOOGLE DRIVE.

* You MUST have a Google account in order to access this resource. Click HERE if you need help setting up a Google account.

ABOUT LEXILE LEVELS

MagiCore Learning, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

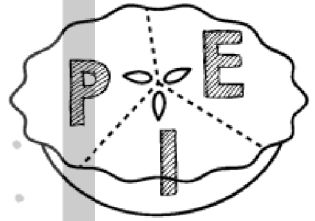
Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."

Author's Purpose

Authors write to:

- Persuade
- Inform
- Entertain

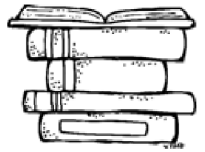


- When authors want to **persuade** their readers, they are trying to convince the readers to believe something. They explain why they feel the way they do.
- When authors want to **inform** their readers, they are trying to teach their readers something.
- When authors want to **entertain** their readers, they are writing for the readers to enjoy the texts.

WRITING TO INFORM

When an author's purpose is to inform readers, the author might

→ Explain something
→ Answer a question
→ Describe a person, place, or thing



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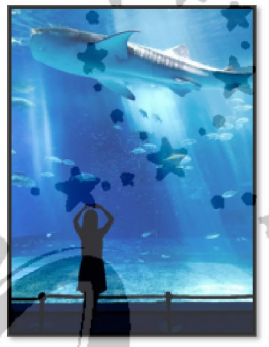
AND ANOTHER PEEK

750L

Author's Viewpoint Name: _____ Date: _____

Aquariums: Bringing the Ocean to Humans

There has been a lot of criticism of aquariums in the media. Many of the claims made are untrue. Aquariums have wonderful benefits. They help marine animals and the humans that visit them.



Aquariums bring the ocean to people. Most people are unable to observe large marine mammals in their natural habitats. Aquariums make it possible for people to observe and learn about large marine mammals. Educating people about marine animals is extremely important. Visiting an aquarium can connect people to marine animals. This makes people more likely to want to help these beautiful creatures.

Also, aquariums have helped scientists conduct research. Studying whales and dolphins in aquariums has taught us about how they live and behave.

Whales and other marine mammals living in aquariums enjoy the interactions they have with humans. Training gives them the physical and mental exercise they need. They have chances to play, learn, and exercise.

Aquariums are wonderful places. Aquariums benefit humans that visit and the animals that live in them.

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

3. What is the author's point of view about the topic? red

_____

_____

4. What three reasons does the author gives for his or her point of view? orange

- _____
- _____
- _____

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Author's Viewpoint

5. Is the author's point of view in the first article similar or different to the author's point of view in the second article? Explain how you know.

_____

_____

6. What is your point of view about aquariums? Use at least three main points to support your opinion.

_____

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810L

Author's Viewpoint Name: _____ Date: _____

Extra Recess

Dear Mrs. Kent,

After much thought and consideration, I believe that you should extend our recess time to forty minutes per day. There would be many benefits to having an extended recess time

If we have more recess, we will have more time to socialize with our classmates. School isn't just about academics. Some of the most valuable lessons we learn in school are about friendships and socializing with peers. Recess time is when we learn how to make friends.

More recess means that we will be more focused during class. If we have plenty of time to play and socialize with friends during recess, we won't be off task during class. We will take our learning time seriously and use every minute wisely. This will make you less stressed because you won't have to worry about us being on task. We won't misbehave as much.

More recess will give you more time to relax. You work hard all day teaching us, and you deserve a break, too! During recess, you can catch up with other teachers. You will also have more time to grade papers.

Please consider extending our recess time to forty minutes. Extra recess is a win-win situation for both teachers and students.

Sincerely,
Whitney Snell

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

1. What is the author's point of view about the topic? red

_____

_____

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CHECK THIS OUT TOO!

860L

Author's Viewpoint Name: _____ Date: _____

Paying for Grades

Children go to school day five days each week. This makes school a full-time job! We work during the regular school day and complete homework after school. I believe that schools should pay students who earn good grades.

If schools would pay students for good grades, students would be more motivated. Students would work harder in school and focus more on their academics. They would spend more time completing homework and studying for tests.

Many schools get grades based on how well their students perform on standardized tests. If schools would start paying students for good grades, test scores would increase. If test scores increased, schools would get better grades.

Paying students for good grades would prepare students for the future. In the "real world", people get paid for the work they do. If someone does not do his or her job well, he or she doesn't get paid well. Hard workers get rewarded with pay increases and bonuses. Why not teach students this valuable lesson early on?



Paying children for good grades has many benefits. Our school should consider the positive impact this simple change could have on our students and schools.

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

1. What is the author's point of view about the topic? red

_____

_____

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870L

Author's Viewpoint Name: _____ Date: _____

Book Review: *Alexander and the Terrible, Horrible, No Good, Very Bad Day*

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst is an excellent book. This story depicts a little boy who has a day that is not going his way. Everyone can relate to this. Also, this book is hilarious! Alexander's misfortune makes the reader laugh at each turn of the page. Alexander's reactions to the terrible things that happen to him make the reader chuckle. A funny example of Alexander's reactions is when Alexander says that he is going to move to Australia. In addition to the content of the book, the illustrator Ray Cruz does a wonderful job depicting each scene in the story. The illustrations show Alexander's emotions and reactions. This adds to the humor of the story. *Alexander and the Terrible, Horrible, No Good, Very Bad Day* is becoming a classic story that children love. If you haven't heard this story yet, pick up a copy at your local library or bookstore.

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

1. What is the author's point of view about the topic? red

_____

_____

_____

© MagCore

Author's Viewpoint

2. What three reasons does the author give for his or her point of view? orange

_____

_____

_____

3. Which key point would the author of the book review agree with?

a. It is important to practice reading so that you can become better.
b. *Alexander and the Terrible, Horrible, No Good, Very Bad Day* is not realistic.
c. The sequels to *Alexander and the Terrible, Horrible, No Good, Very Bad Day* are better than the original.
d. It is worth buying *Alexander and the Terrible, Horrible, No Good, Very Bad Day* because you will want to read it over and over.

4. Do you agree or disagree with the author? Use at least three main points to support your opinion.

_____

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PREVIEW

UPGRADE THEIR SKILLS!

560L

Author's Viewpoint Name: _____ Date: _____

TEST: School in the Summer

Summer break as been a tradition in our country since the 1800s. Summer break is causing more harm than good. It is time to change our school calendars.

Summer break was designed to give students and teachers a break. Teachers and students get burned out throughout the year. They need time to relax and enjoy leisure. While everyone loves having summers off, this break is too long. If we do away with summer break, we can spread out the days we get off throughout the year. Wouldn't it be nice to have a longer winter break? Would you like a week off for Thanksgiving? If we did away with summer break, it would be possible to give more breaks.

Summer break causes students to fall behind. Research shows that many students' reading levels drop significantly. This is because the break is too long, and students do little or no reading. It takes months for teachers to get students back on track at the beginning of the school year. If summer break was shorter, we would avoid the "summer slide".

Summer break is an inconvenience to many parents. Parents that work full-time need to spend money on child care for their young children. Some children are left to care for themselves. These children can get into trouble.



Summer break is an outdated tradition. The school calendar should be redone to spread vacations throughout the year.

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

1. What is the author's point of view about the topic?

red

_____

_____

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750L

Author's Viewpoint Name: _____ Date: _____

TEST: Chewing Gum

Dear Mrs. Conley,

I believe we should be allowed to chew gum in class. Chewing gum has many benefits. We will be better students if we are given this privilege.

I know that you have had a rule in place because you are worried students will spit it out on things in the classroom. I can assure you that this will not happen with our class. You have taught us to be respectful and responsible. I think you should trust us to make good choices. If you give us this privilege, we will be sure to appreciate it. No one will make a mess because we want to be allowed to have this treat.

Also, chewing gum will help us focus. It has been proven that chewing gum while working improves concentration. People who chew gum while they work produce more accurate work.



Chewing gum will also prevent us from getting hungry. If we are allowed to chew gum, we won't be thinking about lunch or snack time. Please consider changing your rule about no gum in the classroom. I promise you won't regret it!

Sincerely,

Jenny

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

1. What is the author's point of view about the topic?

red

_____

_____

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Author's Viewpoint

2. What three reasons does the author give for his or her point of view?

orange

- _____
- _____
- _____

3. Which key point would the author of this letter agree with? (Choose all that apply).

a. Chewing gum is healthy.
b. Chewing gum will keep students from getting bored.
c. Chewing gum can be a distraction because it makes noise.
d. Chewing gum can help students work longer without getting distracted.

4. Imagine you are Mrs. Conley. How might Mrs. Conley feel about changing the rule about no gum? Write a letter to Jeremy explaining your opinion about this rule. Use at least three main points to support your opinion.

_____

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UPGRADE THEIR SKILLS!

The AUTHOR'S VIEWPOINT IN NONFICTION SKILL PACK Contains:

- Reading Comprehension Passage Unit
- Skill Focused Lesson Plans
- Digital Mini-Lessons
- Guided Reading Packet
- Printable Task Cards
- Boom Learning Task Cards



Love this unit but need something more comprehensive? Try the SKILL PACK!

FULL YEAR BUNDLES AVAILABLE

3rd Grade Reading Comprehension Mega Bundle

- 23 Reading Passages
- More than 250 Lexile-leveled passages
- Anchor charts
- Questions focused on skills for each standard



2nd Grade Reading Comprehension Mega Bundle

- 21 reading passages
- more than 250 Lexile-leveled passages
- anchor charts
- questions focused on skills for each standard

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