NONFICTION | 6TH GRADE | RI.6.6

AUTHOR'S PURPOSE

LEXILE®

1090L **Author's Purpose** Name: _____ Date: _____

Are Superhero Deaths Meaningless?



1. When DC Comics announced in 1992 that Superman was going to die in volume 2, issue #75, the news was met with an outpouring of grief and shock. Superman was the first superhero. He had been fighting crime in the pages of the comic books for over half a century. How could DC do such a thing? The issue sold nearly three million copies. Sales were far beyond the comic book's usual circulation of 200,000 in sales. Within 10 months, however, the "Man of Steel" was back in the skies of Metropolis as if nothing had ever happened. The whole thing had been a gimmick to increase sales.

2. Comic book readers learned a lesson from Superman's brief and meaningless demise: they learned to not become emotionally invested in comic books. According to *The Weekly Standard*, new comic book sales dropped 70% after 1992. Within two years, the industry's sales leader, Marvel Comics, was on the brink of bankruptcy. Comic book sales have never recovered to their pre-1992 levels, even with the enormous popularity of comic book movies. Clearly, the lesson the industry should have learned was that dead superheroes should stay dead.

3. Instead, comic book writers appear to have learned a much more cynical lesson. The list of superheroes who have been mourned and hastily resurrected in comic books since 1992 include many of the genre's most famous names: Batman, Wolverine, Wonder Woman, Captain America, Green Lantern, and Aquaman, just to name a few. The industry, which is having a harder and harder time paying talented content creators, now seems to be stuck in a vicious cycle. As comic book fan Robert Frost explained in *Forbes*, "When you kill a character, you sell a LOT of comics this month and quite a few next month. When you kill a character, you lose the revenue that comes from putting that character into comics. When you resurrect a character, you sell a LOT of comics this month and quite a few next month."

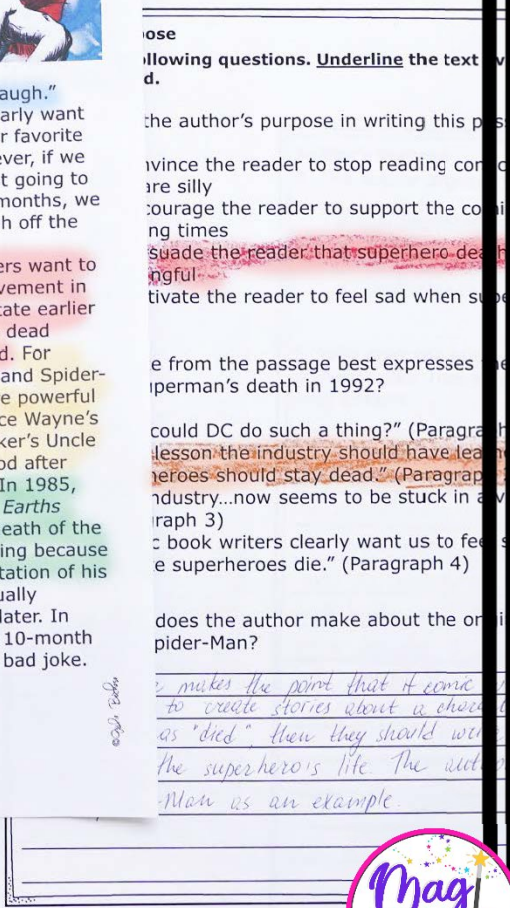


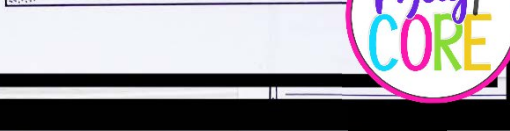
must be permitted to laugh." Comic book writers clearly want us to feel sad when our favorite superheroes die. However, if we know that they are just going to spring to life in a few months, we are more likely to laugh off the whole story.

5. If comic writers want to create a lasting improvement in sales, they should imitate earlier comic book eras when dead characters stayed dead. For example, the Batman and Spider-Man origin stories were powerful precisely because Bruce Wayne's parents and Peter Parker's Uncle Ben were gone for good after they were murdered. In 1985, DC's *Crisis on Infinite Earths* series portrayed the death of the Flash and it was moving because [illegible] had no expectation of his [illegible] was eventually [illegible]cted 23 years later. In [illegible] Superman's 10-month [illegible] seems like a bad joke.









AUTHOR'S PURPOSE

6th grade

Table of Contents

*This product includes 12 Lexile® leveled stories in the 6th Grade Common Core Text Complexity Band (the range for 6th grade is 925L-1185L).

1. Author's Purpose/Point of View Journal Page/Anchor Chart
2. The Fruit of the Poisonous Tree- 930L
3. The Ultimate Olympic Sport- 980L
4. Industrial Farming- 990L
5. Are Microtransactions Good for Gaming?- 1040L
6. Are Superhero Deaths Meaningless- 1090L
7. Journey to Mars- 1100L
8. The Case for Professional Jurors- 1100L
9. Dark Days for Recycling- 1140L
10. Solving Climate Change- 1170L
11. Teen Driver Madness- 1180L
12. Test
    - How You Spend Your Summer Matters- 1020L
    - The Mystery of Amelia Earhart- 1110L

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 that 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	925L-1185L

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 & Point of View

All authors write for a reason. The **author's purpose** is simply the reason as to why the author is writing about a specific topic. There are many different reasons why an author may write. For instance, an author may want to inform others about a topic, to persuade someone to agree or disagree, to entertain the reader, or to explain his or her own ideas.

Author's Purpose	Desired Outcome
Informative	Reader Learns About a Topic
Persuasive	Reader Agrees or Disagrees
Entertainment	Reader Is Entertained
Explain	Reader Hears Author's Own Ideas

Authors are influenced by their own **points of view**, or feelings, about the topics they are writing about. Authors usually leave clues in their writings about their own perspectives. Authors are sometimes explicit about their perspectives. Other times, the authors' points of view must be inferred from the context clues within the texts.

Read the following short article:

Long ago, people were hunters. They ate meat…and lots of it. In fact, cavemen's diets consisted of up to 40 percent meat! The rest of their diets consisted mainly of raw vegetables.

Today, people eat lots of processed foods, but our bodies did not evolve to digest them. Ultra-processed foods derived from starches and grains now consist of an unfathomable 58 percent of all calories consumed, and minimally processed foods account for another 30 percent. To make matters worse, much of these calories come from added sugar. Nearly 90 percent of the added sugar in our diets come from processed foods.



Eating so much processed food is outright dangerous. A recent study linked one out of five deaths to complications from unhealthy diets. In a world where only about 10 percent of our calories come from food that is completely unprocessed, we need to take a few tips from the cavemen.

To determine an author's point of view, consider the following evidence from the text:

- What is the **central idea** that the author is trying to convey?
- How does the author use various **words and phrases** to influence how a reader thinks about the topic?
- How does the author use various **facts, examples, anecdotes, or third-party opinions** to influence how a reader thinks about the topic?
- What is the **author's purpose** for writing about the topic?
- Is the author trying to convince the reader to **agree or disagree**?

930L **Author's Purpose** Name: _____ Date: _____

The Fruit of the Poisonous Tree



1. Cyanide is a dangerous poison. When someone ingests cyanide by either swallowing or breathing it, the chemical travels to all the cells in their body. Once it reaches cells, the chemical stops them from taking in oxygen. Every cell requires oxygen to live. Removing a cell' ability to take in oxygen means that the cell can't "breathe". Th person who ingested the cyani dies. Cyanide is often in chemicals like rat poison; beli it or not, but it's also in every apple you eat!

2. If apples have a dea poison in them, why do so m doctors and nutritionists encourage you to eat them? Aren't they dangerous? The answer is complicated. Firs all, cyanide isn't in the fles the apple, which is the par pple you usually eat. It's eeds. The cyanide is alsc the seeds in a special v he chemicals that make e stored inside the see e enzyme that is requ ake cyanide is kept in rt of the seed. An en otein that speeds up reactions. When the se

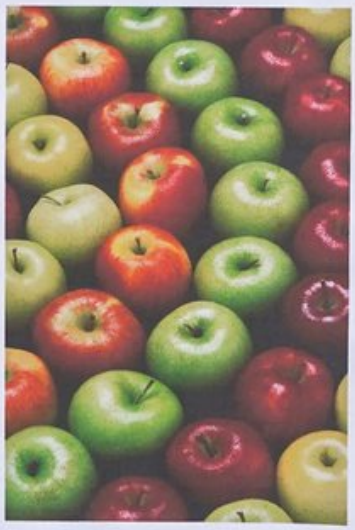
930L **Author's Purpose** Name: _____ Date: _____

substance is impervious, even to the harsh acids in an animal's stomach. This means that any seeds an animal swallows will come out whole, even if the animal is a human!

4. What if the animal doesn't swallow the seeds? Some people love to crunch apple seeds in their teeth before eating them. Their chewing splits the seeds open and combines all of the substances that are inside of the seeds. The enzyme is mixing with the chemicals and speeding up the chemical reaction that forms cyanide. Are those people being poisoned? The answer is that those people are eating poison. They can keep on crunching, however, because there's nowhere near enough cyanide to hurt them.

5. A lot of chemicals are poisonous if you consume too much of them. Even drinking too much water at once can hurt a person. Cyanide can kill people if they eat only a little bit, but they have to eat much more than what is contained in one apple seed. You would need a hundred milligrams of cyanide to kill a person who weighs a hundred pounds. A whole pound of apple seeds has about three hundred milligrams of cyanide in it. For a person to get seriously sick, he or she would have to eat a third of a pound of apple seeds in one sitting. That would be a whole lot of apples!

6. When it comes to apples, eat away! Next time you're chomping on one, think about how cool its little seeds really are.



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930L **Author's Purpose** Name: _____

The Fruit of the Poison

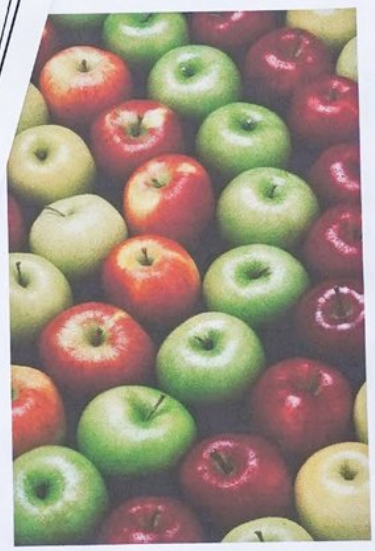
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Author's Purpo
Answer the fo
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1. What i

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b.
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2.

evidence in the

Author's Purpose

4. Why does the author state that cyanide is often contained in rat poison?

a. to show how appalled the author is about apples containing cyanide
b. to illustrate the dangers of cyanide to humans
c. to convince the reader that apples and rat poison are similar
d. to explain why doctors are wrong about the healthiness of apples

5. What point does the author make about eating apples? What does the author believe that the reader should do when it comes to eating apples?

The author makes the point that eating apples are safe despite the fact that the seeds contain cyanide. The author believes that the reader should continue eating as many apples as desired. The author states "eat away" in the final paragraph.

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1. When DC Comics announced in 1992 that Superman was going to die in volume 2, issue #75, the news was met with an outpouring of grief and shock. Superman was the first superhero. He had been fighting crime in the pages of the comic books for over half a century. How could DC do such a thing? The issue sold nearly three million copies. Sales were far beyond the comic book's usual circulation of 200,000 in sales. Within 10 months, however, the "Man of Steel" was back in the skies of Metropolis as if nothing had ever happened. The whole thing had been a gimmick to increase sales.

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5. If comic writers want to create a lasting improvement in sales, they should imitate earlier comic book eras when dead characters stayed dead. For example, the Batman and Spider-Man origin stories were powerful precisely because Bruce Wayne's parents and Peter Parker's Uncle Ben were gone for good after they were murdered. In 1985, DC's *Crisis on Infinite Earths* series portrayed the death of the Flash and it was moving because readers had no expectation of his return. He was eventually resurrected 23 years later. In contrast, Superman's 10-month absence seems like a bad joke.

980L Author's Purpose Name: _____ Date: _____

The Ultimate Olympic Sport



1. It began in the
1960s. A group of high
students in New Jersey
team sport that was p
flying disc. The object
score points by catchi
zone. Players were n
Instead, the disc was
player to another. Th
because they felt lik
later, the teens' crea
hallowed stage. The
Olympic event.

2. "Ultimate"
unfairly overlooke
announced that ul
Summer Olympic
events were adde
climbing, and bre



980L Author's Purpose Name: _____ Date: _____

4. In recent years, ultimate has proven that it makes for thrilling television. In 2017, the cable sports network ESPN broadcast the U.S. Open Mixed Final Ultimate Tournament to mainstream audiences in homes and sports bars all over the country. The speedy pace of the game and the explosive athleticism of its players are riveting to watch. The spectacular diving catches and defensive blocks look great in slow motion. TV ratings for the Olympic Games have waned in recent years. Ultimate could help increase the ratings.

5. Another reason why ultimate would be a great fit for the Olympics is that women are welcome in the game. Mixed-gender leagues are common in ultimate, as well as women-only leagues. This is very consistent with the long-held Olympic commitment to gender equality.

6. Finally, ultimate players have always been held to the stan ards of fair play and g od spor nanship that the O mpics ue so highly. B ause r rees were hard to c e by i he early days of ultimate frisbee, the rules of the game rely on self-regulation. For example, instead of trying to get away with fouling their opponents (as so often happens in basketball), ultimate players often call fouls on themselves. A player who acts in an unsportsmanlike manner by using offensive language can be held responsible for a "spirit foul". This self-policing culture, known as the "Spirit of the Game", is perfectly consistent with the famous Olympic Spirit.

7. The existence of this enormously engaging game remains unknown to a majority of sports fans around the world. The Olympic Games could help change that over the course of a single summer. Millions of flying disc enthusiasts would gain the respect and recognition they have long deserved.



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Author's Purpos

Answer the follo color indicated.

1. What is the

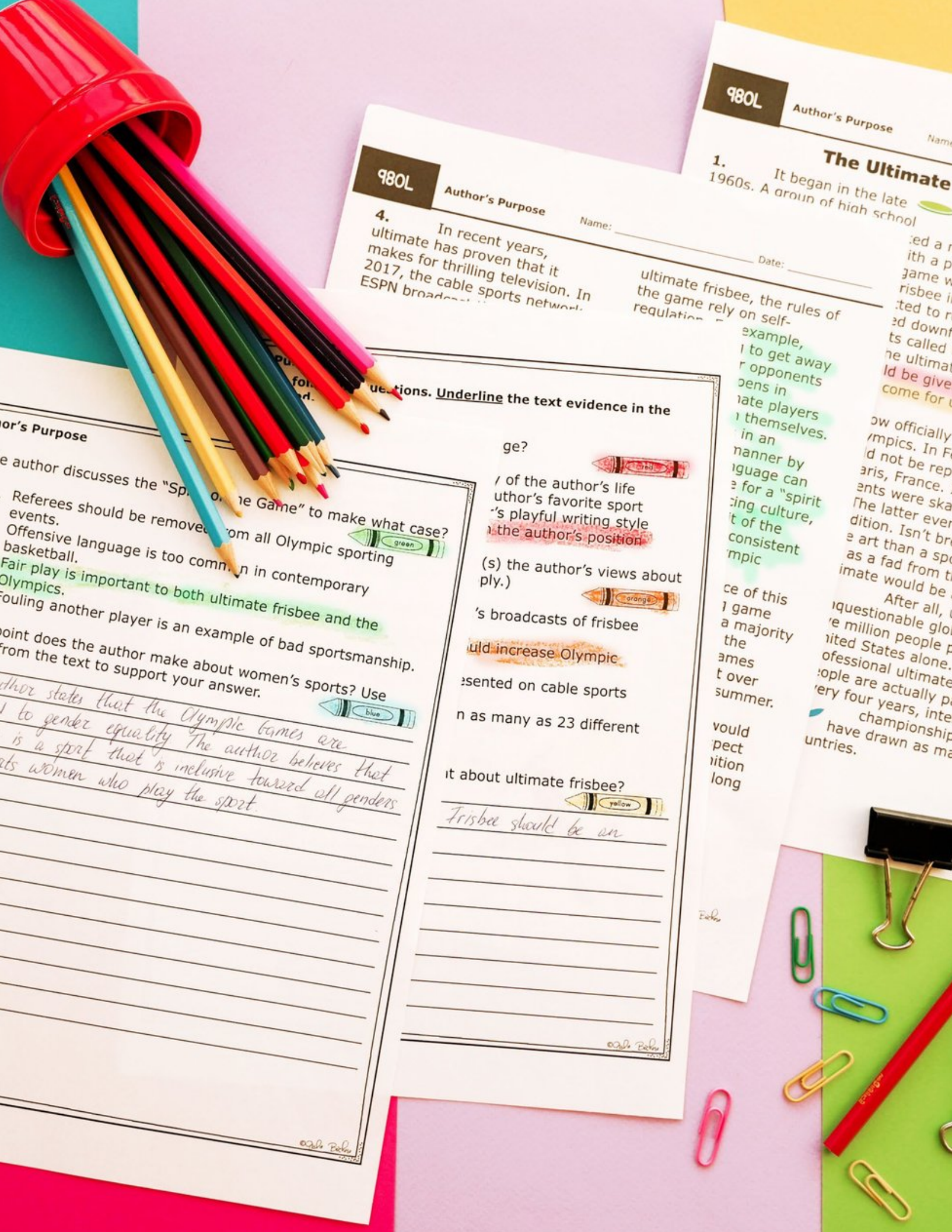
   a. to teach
   b. to persu
   c. to amus
   d. to convi

2. Which statem sports on televis

   a. More pe games.
   b. Adding u viewersh
   c. Women's networks
   d. Ultimate countries

3. What is the au

The author Olympic spor



980L Author's Purpose

Name:

Date:

4. In recent years, ultimate has proven that it makes for thrilling television. In 2017, the cable sports network ESPN broadcast

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980L Author's Purpose

1. The Ultimate

It began in the late 1960s. A group of high school

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uthor's favorite sport
-'s playful writing style
the author's position

(s) the author's views about
ply.)

's broadcasts of frisbee

uld increase Olympic

esented on cable sports

n as many as 23 different

it about ultimate frisbee?

Frisbee should be an

or's Purpose

e author discusses the "Sp... ...e Game" to make what case?

Referees should be remove... ...om all Olympic sporting events.

Offensive language is too comm... ...n in contemporary basketball.

Fair play is important to both ultimate frisbee and the Olympics.

Fouling another player is an example of bad sportsmanship.

oint does the author make about women's sports? Use from the text to support your answer.

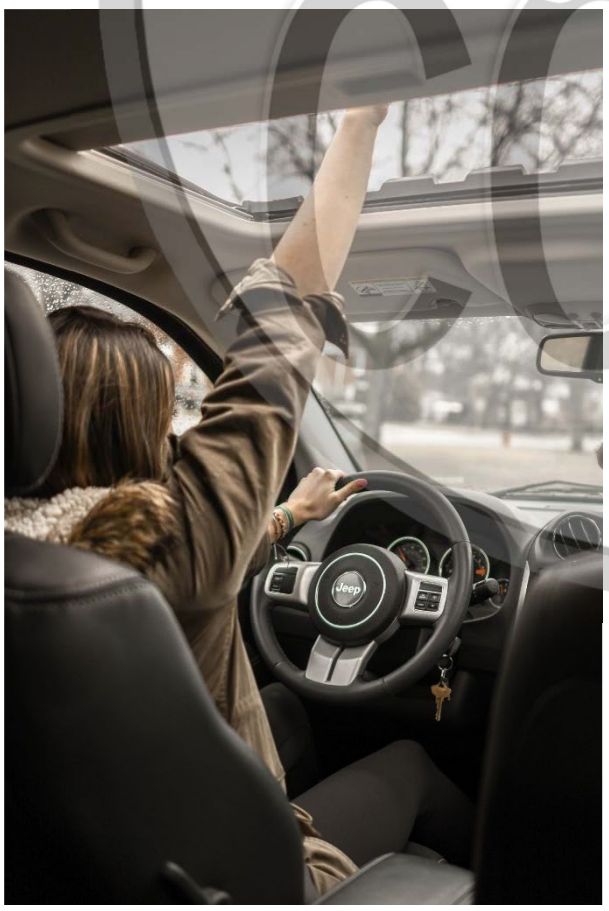
uthor states that the Olympic Games are
l to gender equality. The author believes that
is a sport that is inclusive toward all genders
ats women who play the sport.

Teen Driver Madness

1. If you're a teenager, nothing in life is as liberating as getting your driver license. The moment marks a turning point in a young adult's life when an escort is no longer necessary. The feeling of flying solo down the highways and byways of America is the first taste of pure freedom that many young adults get to experience. As exciting as this moment can be, teen drivers pose a real threat to the safety of themselves and others. In fact, teen drivers are subject to many risk factors that contribute to accidents. Teen drivers are then a serious safety hazard.

2. You may be saying to yourself, "Teen driving isn't dangerous." However, you would be very wrong. Motor vehicle crashes are the leading cause of death among teens. The National Highway Traffic Safety Administration states that about 35% of teen deaths are due to motor vehicle traffic accidents. Traffic accidents are the number one cause of death for teens who are of driving age. Sixteen-year-old teens have the highest crash rates compared to any other age group, even more than elderly drivers.

3. We can all agree that the statistics prove that teen driving is more dangerous, but why is it so dangerous? For starters, those who are newly inaugurated to the drivers' club lack experience behind the wheel. According to The Motley Fool, the average American driver covers over 13,000 miles of road each year. The auto club AAA estimates that Americans spend an average of 17,600 minutes driving each year. Compared to new drivers, the average 36-year-old adult has driven well over 250,000 miles and for 352,000 minutes (that's 245 entire days!) in their lives. That's a huge difference, and that experience matters when it comes to safety. According to the National Safety Council, new drivers "struggle judging gaps in traffic, driving the right speed for conditions, and turning safely, among other things."



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4. You may be thinking that drivers must start sometime and that no matter their age, they would still need to gain experience to be safer drivers. However, teen drivers have other inherent risk factors besides their lack of experience. For instance, distraction is a major factor in accidents involving teens. Statistics show that teen driver death rates increase with each additional passenger and that teen drivers are twice as likely to crash when other teens are in the car with them. Add distractions like cell phones or loud music, and you have a toxic combination that can lead to disaster in an instant.



5. Teens also have a higher risk tolerance than older drivers, which means that they tend to speed more often and at higher rates. About 20 percent of crashes involving teen drivers are due to driving too fast. Many of these accidents occur due to intentional risk-taking, but they are also caused by the drivers' failure to manage speed based on road conditions. Wet or icy roads can be slippery, and strong winds can cause an automobile to react differently. Due to their higher risk tolerance and lack of experience, teen drivers struggle to understand the impacts that these conditions can have on safety.

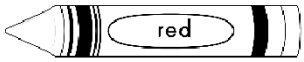
6. Given all of the carnage associated with teen driving, it's time that we seriously consider raising the minimum driving age to 21. This would give young drivers more time to practice with parents or responsible adults in the car, increasing their experience without exposing them to risks like distraction, outright risk-taking, and failure to adjust their speeds based on driving conditions. Removing these risks from our roads would make it safer for the teen drivers and everyone else currently forced to share the road with these hazardous motorists.

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Author's Purpose

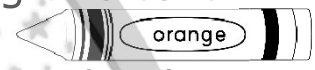
Answer the following questions. <u>Underline</u> the text evidence in the color indicated.

1. What main idea is the author trying to convince readers to agree with?



a. Teenage driving is extremely risky.
b. Inexperience is a main contributor to car accidents.
c. Changing the driving age to 21 would make the roads much safer.
d. People drive more as they get older.

2. What does the author want to accomplish by writing this text?



a. He or she wants to convince teenage drivers to take driving more seriously.
b. He or she wants to convince teenage drivers to be more aware of the dangers they pose.
c. He or she wants to convince readers that unsupervised teenage driving is too dangerous and shouldn't be allowed.
d. He or she wants to convince parents to limit their teenagers' driving.

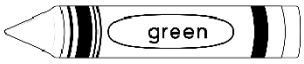
3. Think about how the author's choice of words influences how readers think about the topic. Provide two examples of the author using words or phrases that support his or herpoint of view.



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Author's Purpose

4. Which of the following facts or examples influence how readers think about the topic? (Select all that apply.)



a. "Traffic accidents are the number one cause of death for teens who are of driving age."
b. "…the average American driver covers over 13,000 miles of road each year."
c. "…nothing in life is as liberating as getting your driver license."
d. "About 20 percent of crashes involving teen drivers are due to driving too fast."

5. Do you agree with the author's position? Provide two reasons why you agree or disagree with the author's central idea. Use text evidence to support your answer.



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