


AUTHOR'S VIEWPOINT



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. 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 when you are sad.

With the author? Use at least three main

the author of Dogs
better pets than cats
affectionate. They love
me and get rubs.
le. Their sweet puppy
ing tails are sure to
gs are playful.
go for runs and



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



AUTHOR'S VIEWPOINT
3rd grade

Table of Contents
*This product includes 12 Lexile® leveled passages in the 2nd-3rd (Band (the range for 2nd-3rd grade is 420L-820L).

1. How to Use this Resource, Unpacking the Skill,
2. Author's Purpose and Point of View Anchor (
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 Huma
10. Extra Recess- 810L
11. Are School Uniforms Best?- level 810L
12. Book Review: *Alexander and the Terri*
13. Point of View Test
 - School in the Summer- 560L
 - Chewing Gum- 750L

The Google Slides ver a copy of th
[CLICK HERE TO MAKI](#)

* You MUST have a Google need help setting up a Go

750L Author's Viewpoint Name: _____ Date: _____

The Dark Side of Aquariums

Seeing graceful dolphins and enormous whales up close in an aquarium is amazing. Most people are fascinated by these amazing creatures. What is the price paid for these majestic sea mammals to entertain us?

Dolphins and whales that live in aquariums are forced into small habitats. This is unnatural. In nature, dolphins and whales live in wide open oceans. They swim long distances every day. In aquariums, they do not have the space to move freely. This can cause whales and dolphins to become frustrated and upset. They spend their days in small tanks being forced to perform tricks.

Dolphins and whales that live in aquariums have been kidnapped. Many were taken from their natural habitats to be put into aquariums. These mammals were separated from their families. This is heart-breaking because dolphins and whales are known to form strong bonds with their families.

Dolphins and whales are very advanced. Their brains are almost as large as human brains. Some people believe that their brains are even more complex than human brains. These animals have personalities and can feel emotions. We should respect these marine mammals and keep them in their natural environment.

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

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

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

10 NONFICTION PASSAGES

Level 780 Author's View Point Name: Julie Barnes Date: 1/22

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. Dogs are loving and loyal pets. Cats are usually independent and like to be left alone.

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.

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.

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's point of view is dogs are better pets than cats.

2 What three reasons does the author give for his or her point of view?
• Dogs are being and loyal.
• Dogs can protect you.
• Dogs can keep you active and fit.

Did the author of "Dogs vs. Cats" agree with?
lot of space
he care of
b neighbors
p when you are sad

with the author? Use at least three main
n
h the author of Dogs
better cats than cats
affectionate, they love
like not act cute.
ole their sweet puppy
ing tails are sure to
ags are playful
ags for fun and

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

Level 820 Author's View Point Name: Julie Barnes Date: 1/22

Are School Uniforms Best?

Students are faced with many things that distract them from their education. Some of these distractions include technology, clothing, and peer pressure. School uniform policies would cut down on clothing distractions.

1 Uniforms help students focus on their academics. If everyone looks similar, students will not be distracted by inappropriate clothing.

2 Also, school uniforms help parents save money. Many parents feel like they have to buy their children expensive clothing. If children wear school uniforms, there is no longer any pressure to dress "cool".

3 In addition, school uniforms prepare students for jobs and careers. Uniforms set a standard for how to look professional. Nowadays, many jobs and careers have uniforms and dress codes. If students are used to the standards of dressing neatly and professionally, they will be more prepared for their future jobs and careers.

School uniforms help get rid of distractions. They also help parents save money. In addition, uniforms prepare students for successful futures.

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 school uniforms are helpful.

2 What three reasons does the author give for his or her point of view?
• Uniforms cut down on distractions.
• Uniforms save money.
• Uniforms prepare students for successful futures.

- Variety of text structures to spark comprehension 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

Level: 780 Author's View Point Name: Julie Bachese 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. Dogs are loving and loyal pets. Cats are usually independent and like to be left alone.

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.

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 fit.

If you are looking for a pet, the answer is simple.

Answer the following questions.

1. What is the author's main purpose for writing this text?

The author's main purpose is to persuade readers that dogs are better pets than cats.

2. What three reasons does the author give for why dogs are better pets than cats?

- Dogs can protect you from danger.
- Dogs are loving and loyal pets.
- Dogs can help keep you active and fit.

3. 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 you up when you are sad.

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



Author's View Point

3. 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 you up when you are sad.

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

I agree with the author of Dogs vs. Cats. Dogs are better pets than cats because they are affectionate. They love to snuggle with people and get rubs. Dogs are also adorable. Their sweet puppy eyes, soft fur, and wagging tails are sure to melt your heart. Dogs are playful. They love to play fetch, go for runs, and play tug-of-war.



ANCHOR CHARTS

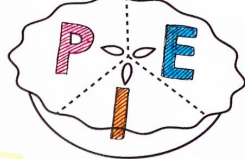
- 2 Anchor charts
- Use to introduce the skill
- Students reference throughout the unit



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 the way they do. When authors want to inform their readers, they are trying to give them information. When authors want to entertain their readers, they are trying to amuse them.

INFORM

When authors want to inform their readers, they are trying to give them information.



Author's View Point

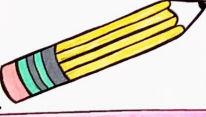
1 First, identify the topic of the text. Ask yourself, "What is the whole text about?"

2 Identify the author's point of view. How does the author feel about this topic? What is his or her opinion?

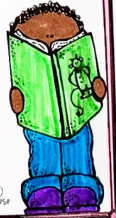
3 Underline any reasons the author gives to support his or her opinion.

4 Ask yourself, "Do I agree with the author's reasons? Why or why not?"

5 Ask yourself, "What reasons do I have for my opinion?" (If you agree with the author, you can add your own reasons. If you disagree with the author, decide why you disagree.)



Point of View:
How the author feels about a topic; the author's opinion



MODEL PASSAGES & TEACHER DIRECTIONS

Unpacking Author's Viewpoint

RL.3.6 Distinguish their own point of view from that of the author of a text.

Scaffold Instruction With This Resource

Scaffolding instruction is a highly effective approach in supporting students' reading comprehension and skill development. Research has consistently demonstrated the positive impact of scaffolding techniques on students' learning outcomes. By providing targeted support, guidance, and gradually decreasing assistance, scaffolding enables students to tackle challenging tasks and achieve higher levels of understanding.

- 1. Familiarize Yourself with the Resource:** Carefully review the resource, including the passages, anchor charts, and assessments. Understand the range of genres, topics, and text complexity levels covered to effectively tailor instruction to student needs.
- 2. Introduce the Skill with Anchor Charts:** Utilize the anchor charts provided in the resource to introduce the concept of distinguishing between the author's viewpoint and the student's own viewpoint. Display these charts in the classroom and engage students in discussions about how authors may present information with a particular bias or perspective. Ensure students have copies of these charts in their reading journals for reference.
- 3. Model and Think Aloud:** Select a passage from the resource. Read the passage aloud to the class, thinking aloud to demonstrate how to identify clues that suggest the author's perspective. Discuss how this perspective might differ from the students' own views or from other viewpoints they have encountered. Refer to the anchor charts and highlight textual clues and language choices that indicate the author's stance.
- 4. Guided Practices:** Assign small groups or pairs of students to analyze specific passages from the resource. Encourage them to use the anchor charts and identify both the author's viewpoint and how it contrasts with their own perspectives or with a neutral presentation of the topic.
- 5. Collaborative Discussions:** Allow time for collaborative discussions where students can share their findings and reasoning with their peers. Encourage them to articulate their own viewpoints and compare them with the author's. Facilitate discussions that explore how understanding the author's viewpoint can affect one's interpretation of the text.
- 6. Independent Practices:** Gradually transition students to independent practice using the remaining passages from the resource. Encourage students to use the anchor charts and develop well-supported arguments that distinguish their viewpoints from the author's.
- 7. Differentiation:** Differentiate instruction based on students' needs. Offer additional support to students who struggle with critical reading or who may not easily recognize bias or differing viewpoints through small group interventions, sentence frames, or additional practice passages. Challenge advanced students with texts that offer more subtle or complex viewpoints.
- 8. Assessment:** Use the assessments provided in the resource to evaluate students' ability to accurately identify and differentiate viewpoints in texts. These assessments should help gauge their understanding and ability to apply this skill in diverse contexts.
- 9. Review and Reteach:** Use assessment data to review and reteach as needed. Students who need further practice can form strategy groups focusing on recognizing and articulating viewpoints.

By following these steps...

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




Model Answer Questions Name: _____ Date: _____

Read the following text. Think about the author's viewpoint on the topic.

Kindness Day

Imagine a day where everyone goes out of their way to be extra nice –welcome to Kindness Day! On Kindness Day, we would all focus on doing as many kind things as possible. We could start the day by giving out smiles and compliments, making everyone feel super special from the moment they walk into school. Then, we could spend some time making cards for people in hospitals or nursing homes to cheer them up. It would be amazing because when we do kind things for others, it makes us feel good too. Plus, learning about kindness and practicing it can help us become better friends and students. Celebrating Kindness Day would remind us how important and powerful being kind can be, and it would make our school and community a happier place.



What is the topic of the text?	<input type="text"/>
What is the author's point of view or opinion?	<input type="text"/>
Underline any reasons the author gives to support her opinion	<input type="text"/>
Do you agree with the author's reasons?	<input type="text"/>
Why or why not?	<input type="text"/>

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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 point of view?
The author believes we should be allowed to chew gum in class.

2 What three reasons does the author give for his or her point of view?
• Students are getting distracted.
• Chewing gum helps us focus.
• Chewing gum prevents us from getting hungry.



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

TEST: School in the Summer

Summer break has 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 give 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!

The image shows two worksheets for reading comprehension. The top worksheet is titled "Are School Uniforms Best?" and is written by Julie Bochese. It includes a Lexile measure of 820 and an "Author's View Point" section. The text discusses how school uniforms help students focus on their academics by reducing distractions from technology, clothing, and peer pressure. It also mentions that uniforms help parents save money and that school uniforms prepare students for jobs and careers. A photograph of students in school uniforms is included. The bottom worksheet is a student response sheet with the same title and author. It contains three questions: 1. What is the author's purpose? (The author believes uniforms are helpful.) 2. What three reasons does the author give for why school uniforms are helpful? (Uniforms are expensive, uniforms are uncomfortable, and when students wear school uniforms, they waste less time getting ready for school.) 3. Which key point would the author of "Are School Uniforms Best?" agree with? (School uniforms are expensive, School uniforms are uncomfortable, School uniforms don't let students show their personalities, When students wear school uniforms, they waste less time getting ready for school.) 4. Do you agree or disagree with the author? Use at least three main points to support your opinion. (I disagree with the author of the article "Are School Uniforms Best?" I believe school uniforms are harmful. Students who are forced to wear uniforms are not allowed to express their emotions and personalities through their clothing.) A hand is shown writing on the bottom worksheet. There are also several colored markers scattered around the worksheets.

Level: 820
Name: Julie Bochese
Date: _____

Are School Uniforms Best?

Students are faced with many things that distract them from their education. Some of these distractions include technology, clothing, and peer pressure. School uniform policies would cut down on clothing distractions.

1. Uniforms help students focus on their academics. If everyone looks similar, students will not be distracted by inappropriate clothing.
2. Also, school uniforms help parents save money. Many parents feel like they have to buy their children expensive clothing. If children wear school uniforms, there is no longer any pressure to dress "cool".
3. In addition, school uniforms prepare students for jobs and careers. Uniforms set a standard for how to look professional. Nowadays, many jobs and careers have uniforms and dress codes. If students are used to the standards of dressing neatly and professionally, they will be more prepared for their future jobs and careers.

School uniforms help get rid of distractions. They also help parents save money. In addition, uniforms prepare students for successful futures.

Answer the following questions. Underline the key words.

1. What is the author's purpose?
The author believes uniforms are helpful.
2. What three reasons does the author give for why school uniforms are helpful?
 - Uniforms are expensive.
 - Uniforms are uncomfortable.
 - When students wear school uniforms, they waste less time getting ready for school.
3. Which key point would the author of "Are School Uniforms Best?" agree with?
 - a. School uniforms are expensive.
 - b. School uniforms are uncomfortable.
 - c. School uniforms don't let students show their personalities.
 - d. When students wear school uniforms, they waste less time getting ready for school.
4. Do you agree or disagree with the author? Use at least three main points to support your opinion.
I disagree with the author of the article "Are School Uniforms Best?" I believe school uniforms are harmful. Students who are forced to wear uniforms are not allowed to express their emotions and personalities through their clothing.

ALIGNS TO SCIENCE OF READING

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

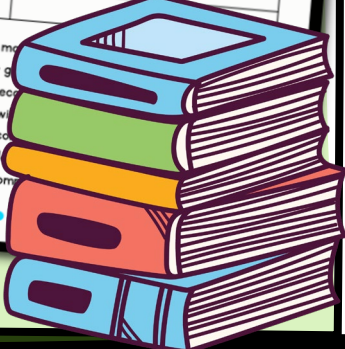
Our passages provide that essential variety of nonfiction structures and topics.

Students need scaffolded instruction to access grade level texts. Without it, students are not exposed 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.



ABOUT LEXILE LEVELS

CERTIFIED LEXILE PARTNER

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.

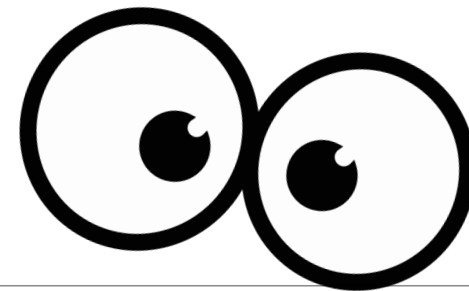
The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for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

Keep in mind when using any leveled text that may not support to reach text at the high end of their grade level. Common Core Standards, "It is important to reach students at an appropriate level. The expectation that scaffolding will be built into the Standards' grade-by-grade text complexity ranges, however, should be toward independence both within and across the text complexity bands."

TAKE A PEEK



AUTHOR'S VIEWPOINT

3rd grade

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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



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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

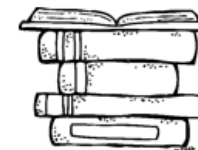


- ⇒ When authors want to **persuade** their readers, they are trying to convince the readers to believe something. They explain why they feel the way they do.
- ⇒ When authors want to **inform** their readers, they are trying to teach their readers something.
- ⇒ When authors want to **entertain** their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

WRITING TO INFORM

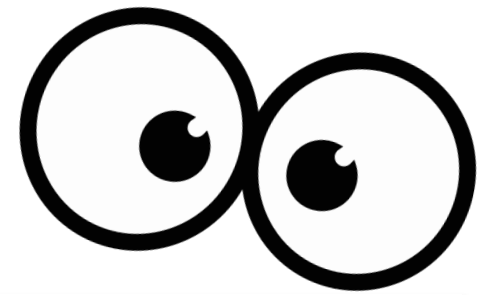
When an author's purpose is to inform readers, the author might

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



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AND ANOTHER PEEK



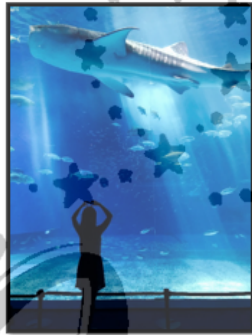
750L

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?



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



- _____
- _____
- _____

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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.

© MagCore

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.

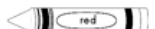
Please consider extending our recess time to forty minutes. Extra recess is a win-win situation for both teachers and students.

Sincerely,

Whitney Snell

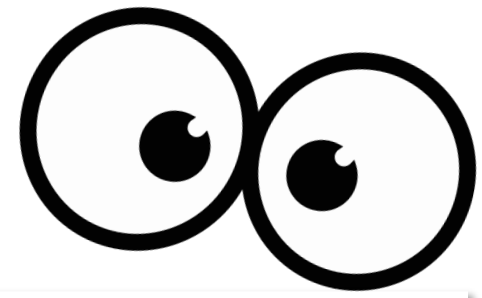
Answer the following questions. Underline the text evidence in the color indicated.

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



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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?



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?



Author's Viewpoint

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

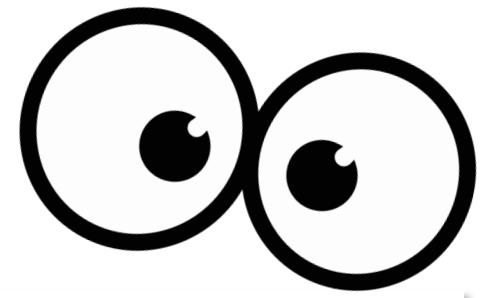


3. Which key point would the author of the book review agree with?

- 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.

UPGRADE THEIR SKILLS!



560L

Author's Viewpoint

Name: _____

Date: _____

TEST: School in the Summer

Summer break has 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?



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?



Author's Viewpoint

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

• _____
• _____
• _____

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.

UPGRADE THEIR SKILLS!

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