FICTION | 2ND & 3RD GRADE | ELA.2.R.1.3 / 3.R.1.3

Florida B.E.S.T. CHARACTER PERSEPCTIVE

LEXILE

Point of View

Level: 580

RL.2/ 3.6- Point of View Name: Date:

A Doggy Day

Master is waking up late again this morning. I put my nose on his pillow him up because I have to go to the bathroom. Finally, Master gets up. I have for him to get ready, so I sit by the door with my head in between my paw he opens the door, I bolt down the stairs towards the door to be let outsi do my business on the grass, my master gets my food. I race in the hous scarf down my food. This is my routine every day.

After I finish my food, I whine at the door begging my master to take me for a walk. Master grabs my leash and we head outside. I feel free! I can smell the fresh air as I trot down the sidewalk. Suddenly my nose goes wild. I catch the scent of another dog. I pull my owner and dog two towards the scent as it gets stronger. I spot the other dog! We both go crazy when we see each other with excitement. We start to sniff each other and play. It is so much fun to have the best buddy to play

MagiCORE

Point of View

Name: _____ Date _____

Ferris Wheel Fear

on Kate, let's get in line for the Ferris wheel," said Lonnie.
ooked up at the Ferris wheel before them. The Ferris wheel was the
at the fair. It loomed above her like a giant in the sky.
at is way too high," replied Kate. "It just doesn't look safe. I think I'd
eep my two feet on the ground."
ww come on Kate. It will be fun! Look, there are kids younger than you in
they have the courage to ride it, you can ride it too," encouraged Lonnie.
Kate finally agreed to give the giant Ferris wheel a try. After all, she was in
nd grade and there were first graders going on the ride.

When it was finally Kate and
onnie's turn, Kate's heart was racing.
She climbed into the cart of the Ferris
wheel and the cart rocked back and
forth. This only made Kate more nervous.
The Ferris wheel began to rotate.
Kate and Lonnie's cart climbed higher and
higher.

Level 580

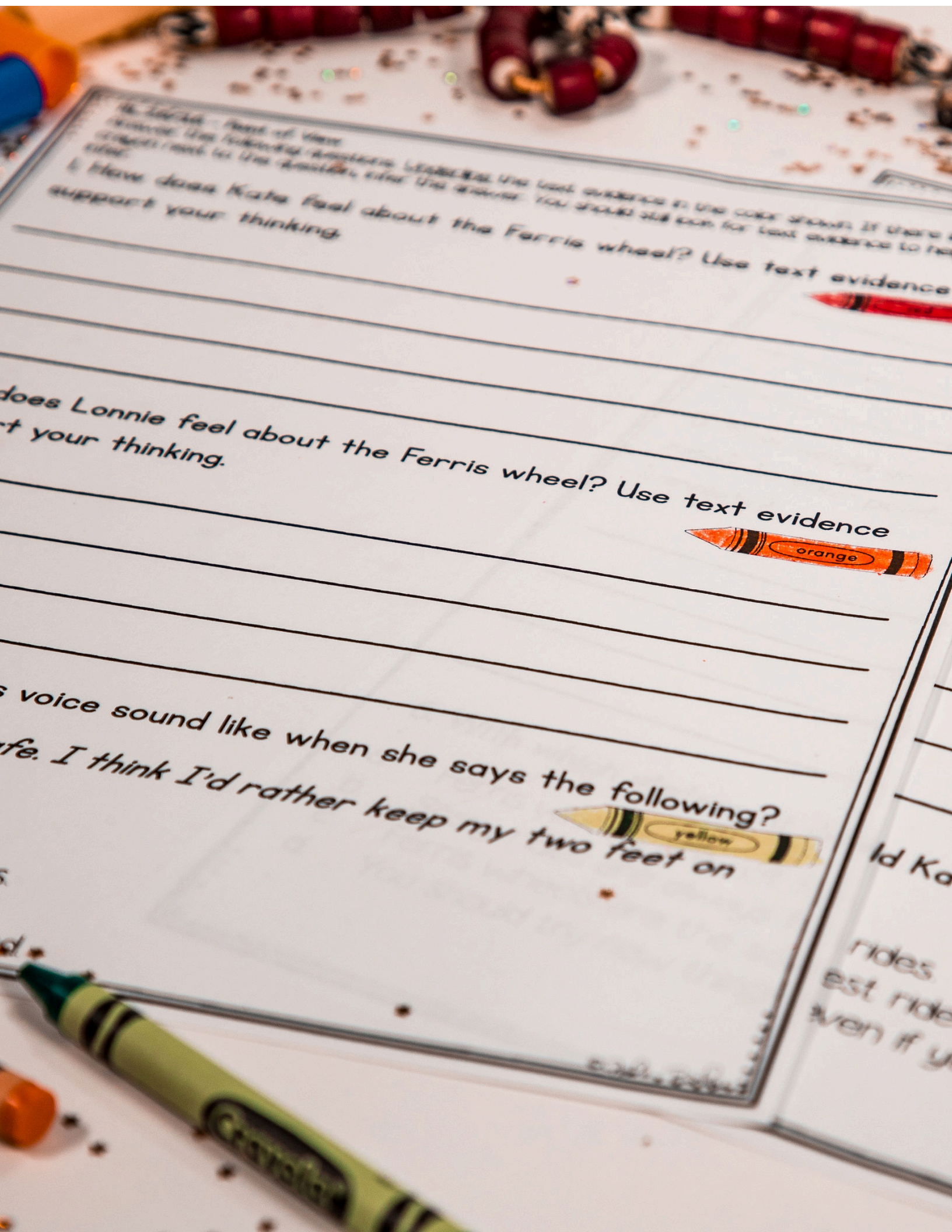
RL.2/ 3.6- Point of View

Name _____ Date _____

A Doggy Day

Master is waking up late again this morning. I put my nose on his pillow to get him up because I have to go to the bathroom. Finally, Master gets up. I have to wait for him to get ready, so I sit by the door with my head in between my paws. When he opens the door, I bolt down the stairs towards the door to be let outside. As I do my business on the grass, my master gets my food. I race in the house and scarf down my food. This is my routine every day.

After I finish my food, I whine at the door begging my master to take me for a walk. Master grabs my leash and we head outside. I feel free! I can smell the fresh air as I trot down the sidewalk. Suddenly, my nose goes wild. I catch the scent of another dog. I pull my owner and drag him towards the scent as it gets stronger. I spot the other dog! We both great each other with wagging tails. This is my favorite part of every day! Now it is time to head home to sleep.


How does Kate feel about the Ferris wheel? Use text evidence
support your thinking.
does Lonnie feel about the Ferris wheel? Use text evidence
t your thinking.
orange
s voice sound like when she says the following?
fe. I think I'd rather keep my two feet on
yellow
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CHARACTER PERSPECTIVE

2nd & 3rd grade

*This product includes 12 leveled passages in the 2nd-3rd Grade Florida B.E.S.T. Text Complexity Band (the range for 2nd-3rd grade is 420-820).

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ABOUT LEXILE LEVELS

MagiCore 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.

Florida B.E.S.T. 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.

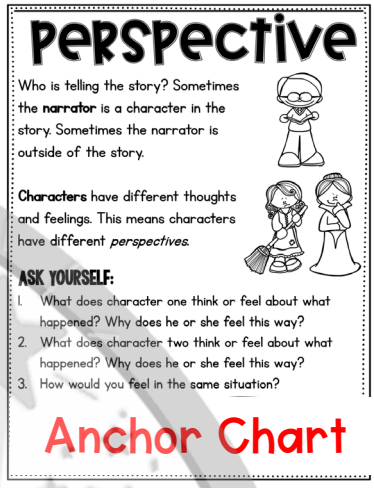
Grade Band	Lexile® Bands Aligned to Florida B.E.S.T. Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

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 research, "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."

How to Use This Resource

This resource was modified to fit the Florida B.E.S.T reading standards. It includes:

Anchor Charts: These anchor charts should be used to introduce the skills. You can make copies for student journals and create a large class-sized poster. Teachers should review anchor charts with students during each mini lesson. Students can refer to journal anchor charts while completing independent work.

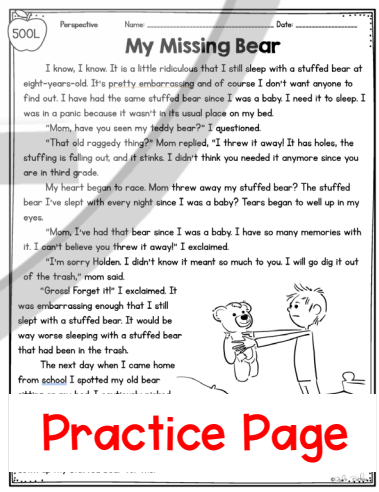


Anchor Chart

Mentor Text: Mentor texts are included for teachers to use to model the skill. Some of the mentor texts come directly from the Florida B.E.S.T standards mentor text recommendations for second grade. These texts tend to be longer and more complex than the intended Lexile grade range. For this reason, I have incorporated these recommended texts for teachers to use as read alouds, shared readings, and modeling. Mentor texts also include a guided response such as a graphic organizer or questions.

Mentor Text

Practice Passages: These passages are Lexile leveled and include standards-based questions. These are designed to be used for guided practice, independent practice, and small groups. Please note, all passages will not be used in one unit. I provide extra so you can use them for later review.



Practice Page

Assessment: Two assessment passages are included. Both are intended to be used to form a complete assessment; however, some teachers choose to use the assessment passages separately in order to differentiate assessments.

How to Use This Resource

Here is the recommend lesson layout and schedule for this resource:

Day 1: Introduce the perspective anchor chart. Read aloud the Mentor Text, "Half Ruined or Half Saved?" Model how to identify and analyze each main character's perspective by using the graphic organizer. Emphasize that identifying and analyzing different characters' perspectives helps us understand characters on a deeper level.

Day 2: Select a story in the mid-range of the text complexity band. Make the story and question set poster size, or project the text and questions. Read the story as a class, and then work together to answer the questions.

Day 3: Students complete a passage and question set in partners. I recommend choosing a text in the mid-range of the text complexity band. Always review work as a class or in groups.

Day 4: Students complete a passage at the low range of the text complexity band independently. Be sure to review student work. If students did not get answers correct, ensure you make time to review with students independently or in small groups.

Day 5-6: Continue to assign increasingly more complex passages. Continue to assess and review work.

Day 7: By the end of the unit, most of your class should be showing mastery of the passages. This is the time to give the assessment. I recommend giving both assessment passages together, but you can also separate the passages and use the different levels to differentiate.

**Follow your students' lead. These lessons may take more or less time. Do not move on to subsequent lessons until your students are showing progress.*

500L

Perspective Name: _____ Date: _____

My Missing Bear

I know, I know. It is a little ridiculous that I still sleep with a stuffed bear at eight-years-old. It's pretty embarrassing and of course I don't want anyone to find out. I have had the same stuffed bear since I was a baby. I need it to sleep. I was in a panic because it wasn't in its usual place on my bed.

"Mom, have you seen my teddy bear?" I questioned.

"That old raggedy thing?" Mom replied, "I threw it away! It has holes, the stuffing is falling out, and it stinks. I didn't think you needed it anymore since you are in third grade.

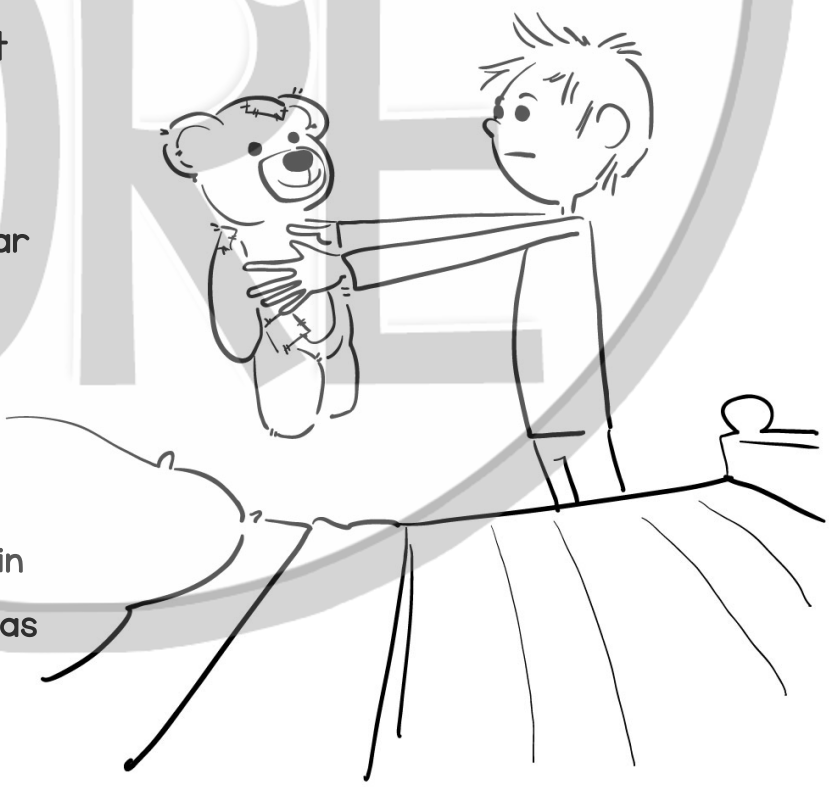
My heart began to race. Mom threw away my stuffed bear? The stuffed bear I've slept with every night since I was a baby? Tears began to well up in my eyes.

"Mom, I've had that bear since I was a baby. I have so many memories with it. I can't believe you threw it away!" I exclaimed.

"I'm sorry Holden. I didn't know it meant so much to you. I will go dig it out of the trash," mom said.

"Gross! Forget it!" I exclaimed. It was embarrassing enough that I still slept with a stuffed bear. It would be way worse sleeping with a stuffed bear that had been in the trash.

The next day when I came home from school I spotted my old bear sitting on my bed. I cautiously picked him up with two fingers. He had been in the trash after all. I noticed his fur was bright white and his holes had been patched up. My mom had washed and sewn up my stuffed bear for me.



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Perspective

Answer the following questions. Underline the text evidence in the color shown. If there is no crayon next to the question, infer the answer. You should still look for text evidence to help you infer.

1. Who is the narrator of this story?

a. Mom
b. John
c. a bear
d. an eight year old kid

2. How does the narrator feel about his stuffed bear? Use text evidence to support your thinking.

3. How does Mom feel about the stuffed bear? Use text evidence to support your thinking.

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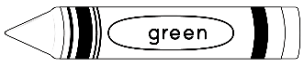
4. What might the narrator's voice sound like when he says the following?



"Mom, have you seen my teddy bear?"

a. The narrator would sound angry.
b. The narrator would sound worried.
c. The narrator would sound annoyed.
d. The narrator would sound miserable.

5. How would you feel if you were in the narrator's position? Is your Perspective similar to or different from the narrator's or Mom's?

6. With which statement would the narrator most likely agree? (Choose all that apply.)

a. It is embarrassing to have stuffed animals.
b. Stuffed animals are for babies and little kids.
c. You should get rid of toys you don't play with.
d. Some toys are important because they hold memories.

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730L

Perspective Name: _____ Date: _____

A Car Ride With Dad

I sprang into the front seat of the car, ready to go. My dad was driving me to school today. Once my dad turned the keys in the ignition, I tuned the radio to my favorite hip hop station and started to rap to the beat, just as my dad unapologetically hit the skip button.

"My car, my music," Dad said bluntly.

"Aww man, are you serious Dad? I don't want to listen to your old-man music!" I whined.

"Tough luck, Chase. Once you have your own car, you can make your own decisions, but until then, my music rules. You should be thankful you have a ride to school," Dad said.

My dad turned the channel to his favorite station that played 60's hits. The Beatles song "All You Need is Love" began to obnoxiously blare through the speakers.

"You've got to be kidding me," I thought to myself. "This is so embarrassing. Everyone is going to stare at us when they hear my dad's old-man music blasting as we pull up to school.

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Perspective

Answer the following questions. Underline the text evidence in the color shown. If there is no crayon next to the question, infer the answer. You should still look for text evidence to help you infer.

1. Who is the narrator of this story?

a. Dad
b. the radio
c. the kids at school
d. a boy named Chase

2. How does Dad feel about the music on the radio? Use text evidence to support your thinking.

3. How does the narrator feel about the music on the radio? Use text evidence to support your thinking.

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4. What might the narrator's voice sound like when he says the following?

"Aww man, are you serious Dad? I don't want to listen to your old man music!"

a. The narrator would sound cruel.
b. The narrator would sound angry.
c. The narrator would sound thankful.
d. The narrator would sound annoyed.

5. How would you feel if you were in Chase's position? Is your Perspective similar to or different from Chase's or Dad's?

_____

_____

_____

_____

6. With which statement would Dad most likely agree?

a. Chase should take the bus to school.
b. Music is a way to express your emotions.
c. Parents shouldn't embarrass their children.
d. Children should appreciate what their parents do for them.

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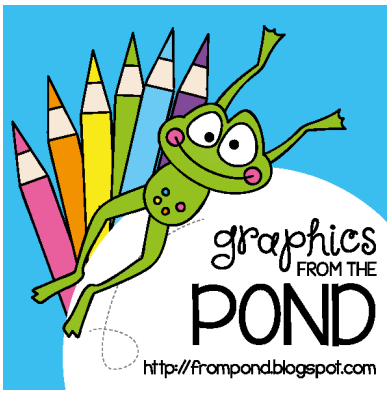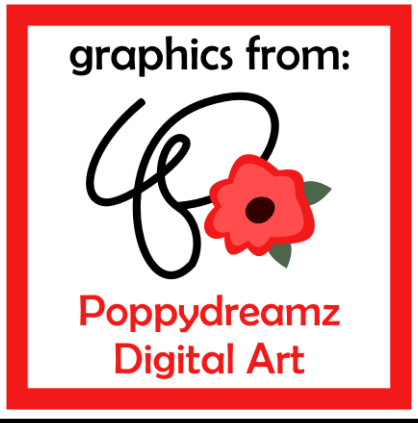
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