

990L

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

Making Copies

Cloning is defined as the deliberate production of individuals that are genetically identical. This particular topic in science has sparked fascination for decades. It has also brought up ethical questions. While there could be incredible benefits for our world, the concept of cloning humans also has many concerns, especially when it comes to the idea of cloning humans.

Human cloning has the potential for important medical applications. It allows scientists to gain a better understanding of human genetics. It's estimated that there are about 400 defects in the average person's genes. Cloning could help with these defects, some of which can cause conditions as cystic fibrosis. Diseases and other genetic imperfections are being studied. They may be able to be treated or even eradicated through human cloning.

Another benefit to human cloning is what it could do for organ transplants. People in need of transplants suffer greatly because they are not readily available for them because there is a shortage. They frequently have to endure years of illness as they wait for a transplant. Many of these patients don't survive the transplant because the organs that would match the person's original organs are scarce. Cloning could help their struggles and save their lives.

Human cloning is also potentially good news for infertile couples. Many children but can't. Couples who struggle with fertility often wonder if they can have children. This science could produce offspring that would be genetically identical to their parents.

There are also people who live in a world where species get extinct. For various reasons, such as widespread disease and environmental changes, many species are disappearing. Cloning could help preserve our species by generating copies of those that are at risk. This would ensure we have more of us. This would ensure we can continue to populate our planet. Cloning is like an

1150L

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

Out There and Among Us

That waitress who seems a little clumsy as she brings food to your table. That mail carrier who always makes your dog go feral. That teacher who looks out over the class as if judging specimens. Your best friend who has been acting weird lately. Are these just the quirks of everyday humans?



The Milky Way Galaxy

Or . . . are they signs that those humans aren't humans at all? Is it possible they are something *other*? Something *alien*?

The existence of extraterrestrials has delighted sci-fi fans for ages. Whether humans are battling aliens in movies such as *Alien* and *Independence Day* or making friends with them as in *E.T. The Extra-Terrestrial*, Hollywood has made believers of many of us. Believing that aliens are real is more plausible than you might think.

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

4. This question has two parts. First, answer Part A. Then, answer Part B.
 Part A: What conflicting viewpoint does the author provide in this text?
 Part B: What evidence from the text supports this viewpoint in Part A?

UFO sighting reports have common elements in them. There is no concrete, scientifically-approved proof that aliens exist. However, advanced technology that makes it easy for them to visit. This technology is beyond human construction capabilities.



and exploratory possibility of this idea will bring on conflict



WHAT'S INSIDE?

AUTHOR'S POINT OF VIEW & PURPOSE

7th & 8th grade

Table of Contents

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

1. Author's Point of View and Purpose Anchor Chart
2. Author's Point of View and Purpose Practice Work
3. Most Dangerous Monster (980L)
4. Come to the Lake (1030L)
5. For the Birds (1060L)
6. Just Say Om (1070L)
7. Soup Spell (1080L)
8. Go Wild (1130L)
9. The Electric Car Option (1140L)
10. To Swim or Not to Swim (1140L)
11. Your Reading Freedom (1160L)
12. The Benefits of Pet Ownership (1170L)
13. Test
 - Making Copies (990L)
 - Out There and Among Us (1150L)



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

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

Printable Slides Included



12 NONFICTION PASSAGES

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

1030L Author's POV & Purpose Name: _____ Date: _____
Come to the Lake

1060L Author's POV & Purpose Name: _____ Date: _____
For the Birds

1130L Author's POV & Purpose Name: _____ Date: _____
Go Wild

1170L Author's POV & Purpose Name: _____ Date: _____
The Benefits of Pet Ownership

1160L Author's POV & Purpose Name: _____ Date: _____
Your Reading Freedom

980L Author's POV & Purpose Name: _____ Date: _____
Most Dangerous Monsters



QUESTIONS

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



I080L

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

Soup Spell

A sprinkle of this, a dash of that, stir it all up in a big, black vat. No, we're not talking spellcasting over a bubbling cauldron like a witch. We're talking about soup, people. Soup.



What is better than a steaming bowl of your favorite soup on a chilly day? Nothing inside out more tasty ingredients. Take care of you, often your daily quota for serving. Carrots, spinach, and an potentially grown by your own hands in your own of the nutrients your body needs. Add in lean meats, and you're consuming a superfood every time you eat and pours it down your piehole . . . or soup-hole, as it



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

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

Part A: Which quote from the text shows a conflicting viewpoint?

- a. "Soup also keeps you hydrated with its liquid base."
- b. "Substitutions are easily made and some recipes are more forgiving."
- c. "...leftover soup tastes even better because it's been sitting around and intensify."
- d. "Some people feel soup doesn't satisfy."

Part B: How does the author defend against the opposing viewpoint?

- a. "Soup knows how to take care of you, and it's easy to add more vegetables in a single serving."
- b. "Adding a side salad or some fresh, crunchy vegetables to your soup makes it more satisfying."
- c. "... considering how much time you have to make it."
- d. "... recipes do exist for cold soup, too."

5. What techniques does the author use to make the techniques effective, in your opinion?

The author uses techniques such as metaphors and similes. Words like "big, black vat," "souphole," and "witch's magic" create a positive image of soup. The author also uses rhetorical questions to engage the reader and emphasize the nutritional benefits of soup, high in fiber, vitamins, and lean proteins, and

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

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

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

- a. People should only eat soup as an appetizer.
- b. Soup is the best superfood.
- c. Soup should only be served hot.
- d. People should definitely make soup to enjoy.

2. What is the author's main purpose in writing this passage?

- a. to persuade people to eat soup
- b. to inform people about how easy it is to make soup
- c. to provide recipes for various soups
- d. to offer advice about consuming soup

3. What evidence can you locate in the text to support the idea that the author is attempting to entertain the reader?

Evidence in the text that the author is attempting to entertain the reader includes the playful language and humor throughout the passage. The author uses phrases like "a big, black vat," "souphole," and the mention of a witch's magic in soup. These creative and whimsical expressions aim to engage and amuse the reader, adding an entertaining tone to the topic of soup.



ANCHOR CHART

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

SCHOOL BUS

Author's Point of View and Purpose

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

Author's Point of View
The author supports the Patriot cause.

Author's Purpose
To persuade readers that joining the Patriots was crucial for the colonies' future.

Central Idea
Colonists should have united as Patriots for independence, individual rights, and a better government.

Conflicting Viewpoint
referred under p.

Author's Response to Conflicting Viewpoint
Disagrees, stating benefits shouldn't justify tyranny, Praises Patriots for bravery.

Text Evidence
"Being a Patriot was the wiser choice," "Patriots sought to protect individual rights."

Author's Thoughts About the Topic
e if they value freedom, democracy, and prompts reflection on the challenges and the importance of standing up

Author's Point of View and Purpose

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

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

Purpose → **why the author is writing the text**

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

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

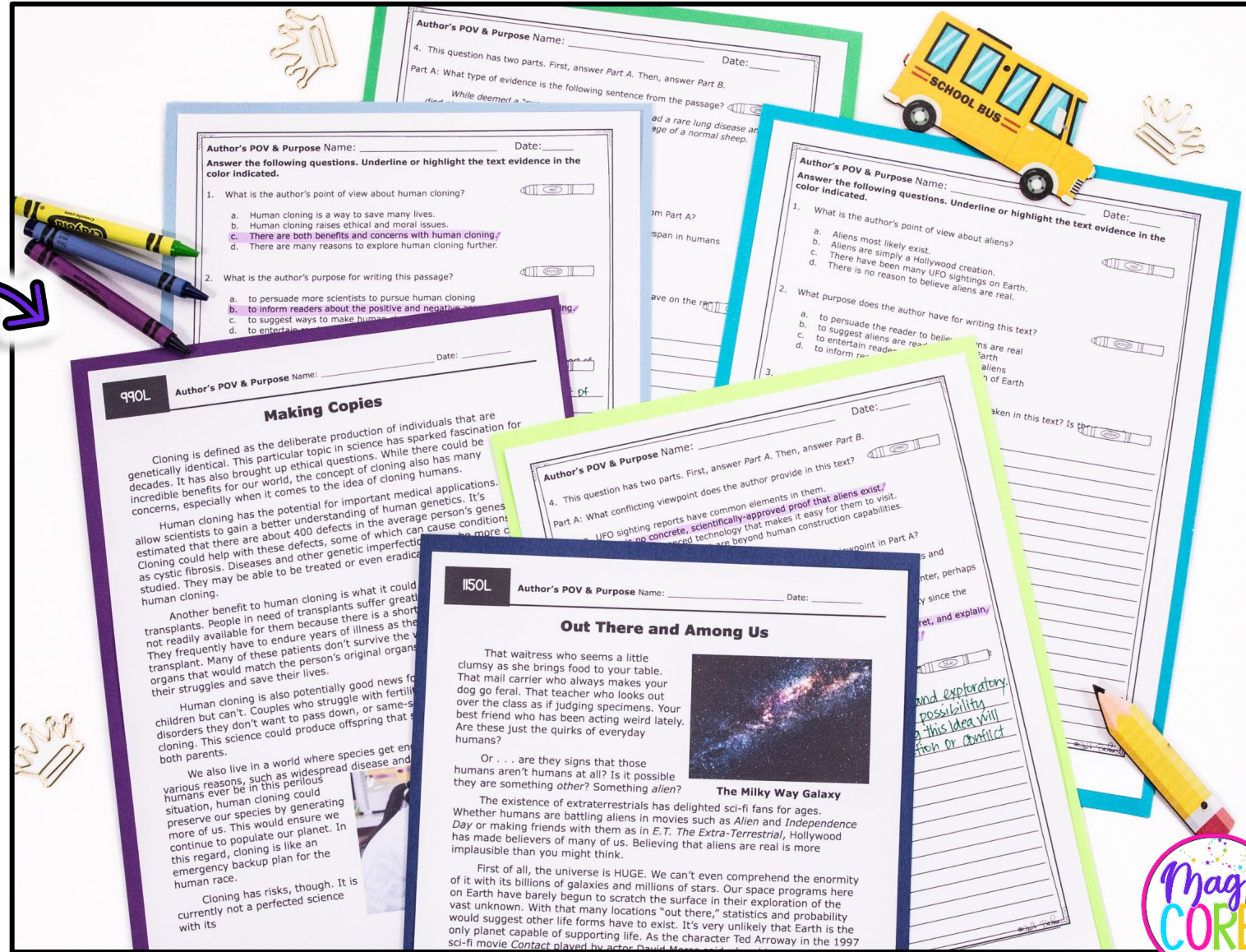
Conflicting Viewpoints → **points of view that are the opposite of the author's view**

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

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

ASSESSMENTS

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



WHY IT WORKS

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

Your Reading Freedom
1160L
Author's POV & Purpose Name: _____ Date: _____
Banning books is certainly not a new phenomenon. It is a form of censorship where books are removed from public access by private individuals, government officials, or organizations. The fact that book banning is still happening today, however, is extremely concerning as it shows that when the freedoms of speech and expression are taken away, but when the freedoms of thought and expression are taken away, the freedoms of thought and expression are taken away.

The Benefits of Pet Ownership
1170L
Author's POV & Purpose Name: _____ Date: _____
Playing fetch with an energetic dog. Cuddling a fuzzy kitten. Basking in the warm sunshine with a lizard. If you've done any of these things, you probably understand the benefits of pet ownership. According to Dr. June McNicholas, a psychologist at the University of Wisconsin, "pet-pet interactions, more than human interactions, are the top ten most special moments in a person's life."

Most Dangerous Monster
980L
Author's POV & Purpose Name: _____ Date: _____
Vampires and werewolves are of the most popular monsters in books, movies, and TV shows. They each have their unique characteristics and abilities. They are also often pitted against one another in the storylines that unfold, but clearly, vampires are more dangerous.

Out There and Among Us
1150L
Author's POV & Purpose Name: _____ Date: _____
That waitress who seems a little off. That mail carrier who always makes you feel like you're being judged. That teacher who looks out over the class as if judging specimens. Your best friend who has been acting weird lately. Are these just the quirks of everyday life? Or... are they signs that those humans aren't humans at all? Is it possible they are something other? Something alien?

The Milky Way Galaxy
1150L
Author's POV & Purpose Name: _____ Date: _____
First of all, the universe is HUGE. We can't even comprehend the enormity of it with its billions of galaxies and millions of stars. Our space programs here on Earth have barely begun to scratch the surface in their exploration of the vast unknown. With that many locations "out there," statistics and probability would suggest other life forms have to exist. It's very unlikely that Earth is the only planet capable of supporting life. As the character Ted Arroway in the 1997 sci-fi movie *Contact* played by actor David Morse said when he was a young daughter asked about there being people on other planets, "It's like an awful waste of space."

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

Author's Point of View
The author supports the Patriot cause.

Author's Purpose
To persuade readers that joining the Patriots was crucial for the colonies' future.

Central Idea
Colonists should have united as Patriots for independence, individual rights, and a better government.

Text Evidence
"Being a Patriot was the wiser choice," "Patriotism is a choice, not a birthright."

Author's Response to Conflicting Viewpoint
Disagrees, stating benefits shouldn't be sacrificed.

Conflicting Viewpoint
Loyalists preferred stability under British rule.

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

Point of View
how the author feels about a topic

- Does the author appear to side with something or someone?
- What tone does the text have?
- What does the author emphasize?

Purpose
why the author is writing the text

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

Text Evidence
the main points used for support

- facts
- statistics
- quotes
- expert opinions

Conflicting Viewpoints
points of view that are the opposite of each other



ALIGNS TO SCIENCE OF READING

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

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

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

CERTIFIED LEXILE PARTNER

ABOUT LEXILE LEVELS


MagCore 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.

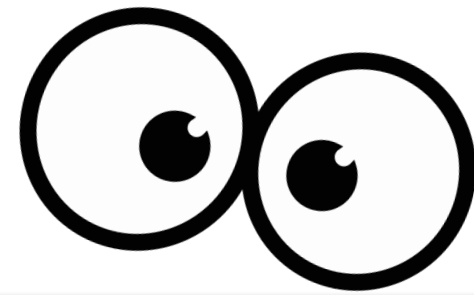
Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure that students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	
2-3	N/A
4-5	420L-820L
6-8	740L-1010L
	925L-135L

Keep in mind when using any leveled text that many students will need support to reach text at the high end of their grade band. The expectation that scaffolding will occur with appropriate. It is important to recognize that the standards' grade-by-grade text complexity expectations are built into the Standards' grade-by-grade text complexity expectations. The general movement, however, should be toward decreasing scaffolding independence both within and across the text complexity band.

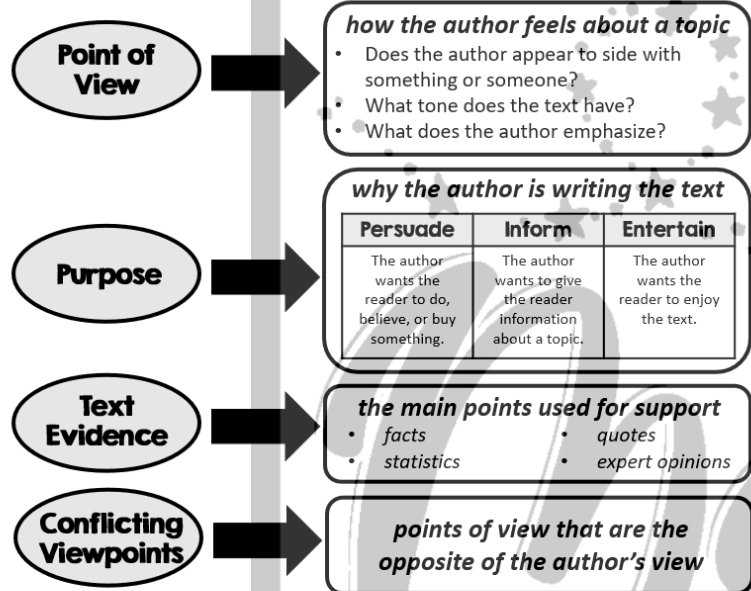


TAKE A PEEK



Author's Point of View and Purpose

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



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

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

©2018 Barbara

Author's Point of View and Purpose

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

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

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

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

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

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

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

Author's Point of View and Purpose

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

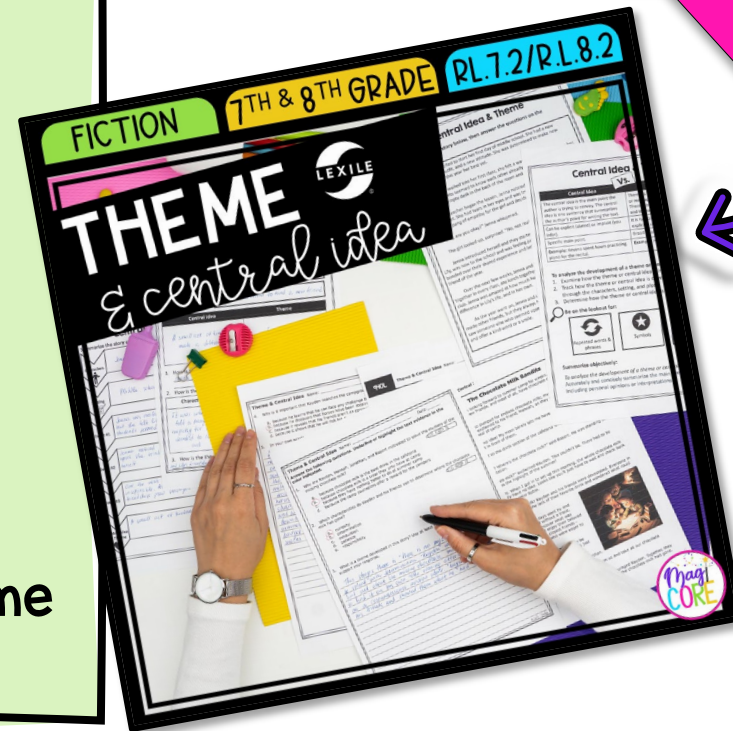
Author's Point of View	Author's Purpose	
Central Idea		
Conflicting Viewpoint	Author's Response to Conflicting Viewpoint	Text Evidence
Reader's Thoughts About the Topic		



UPGRADE THEIR SKILLS!

The THEME AND CENTRAL IDEA Unit
Contains:

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



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

