

NONFICTION

7TH & 8TH GRADE

RI. 7.6/8.6

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 more closely studied. They may be able to be treated or even eradicated through human cloning.

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

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

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

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?

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.



The Milky Way Galaxy

and exploratory possibility of this idea will bring on conflict



AUTHOR'S POINT OF VIEW & PURPOSE

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.



QUESTIONS

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

The collage features several educational worksheets and decorative elements. At the top, three crayons (yellow, purple, and blue) and a gold paper clip are visible. Below them, a worksheet titled "1080L Author's POV & Purpose Name: _____ Date: _____" is shown. It includes a section for "Soup Spell" with a picture of a bowl of soup and a paragraph of text. A yellow pencil is positioned to the right of the soup bowl. Below the main worksheet, there are two more worksheets. The first one has a section for "Author's POV & Purpose Name: _____ Date: _____" and a multiple-choice question about a conflicting viewpoint. The second worksheet has a section for "Author's POV & Purpose Name: _____ Date: _____" and a section for "Answer the following questions. Underline or highlight the text evidence in the color indicated." with three questions. A yellow school bus sticker is at the bottom left. A red apple is at the bottom right. A circular logo with the text "Magi CORE" is in the bottom right corner.

1080L 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, sh, and an potentially grown by your own hands in your own of the nutrients your body needs. Add in lean s, and you're consuming a superfood every time your 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 recipe."
c. "...leftover soup tastes even better because it's and intensify."
d. "Some people feel soup doesn't satisfy."

Part B: How does the author defend against the

a. "Soup knows how to take care of you, for vegetables in a single serving."
b. "Adding a side salad or some fresh, cr
c. "... considering how much time you have to make."
d. "... recipes do exist for cold soup, too."

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

The author uses techniques such as soup seem appealing. Words like create a positive image of soup. nutritional benefits of soup, high vegetables, 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," "soup hole," 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.

Magi CORE

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

The image displays three overlapping anchor charts for the topic "Author's Point of View and Purpose". The top chart, titled "Author's Point of View and Purpose", includes a section for "Central Idea" with the text: "Colonists should have united as Patriots for independence, individual rights, and a better government." The middle chart, also titled "Author's Point of View and Purpose", features a flowchart for "Point of View" and "Purpose". The "Point of View" section asks: "Does the author appear to side with something or someone?" and "What tone does the text have?". The "Purpose" section includes a table with three columns: "Persuade", "Inform", and "Entertain". The "Persuade" column asks: "The author wants the reader to do, believe, or buy something." The "Inform" column asks: "The author wants to give the reader information about a topic." The "Entertain" column asks: "The author wants the reader to enjoy the text." The bottom chart, titled "Author's Point of View and Purpose", includes a section for "Author's Response to Conflicting Viewpoint" with the text: "Disagrees, stating benefits shouldn't justify tyranny. Praises Patriots for bravery." and a section for "Text Evidence" with the text: "Being a Patriot was the wiser choice." and "Patriots sought to protect individual rights." The charts are decorated with a yellow school bus, a blue pencil, a yellow pencil, and a red apple.

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.

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 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

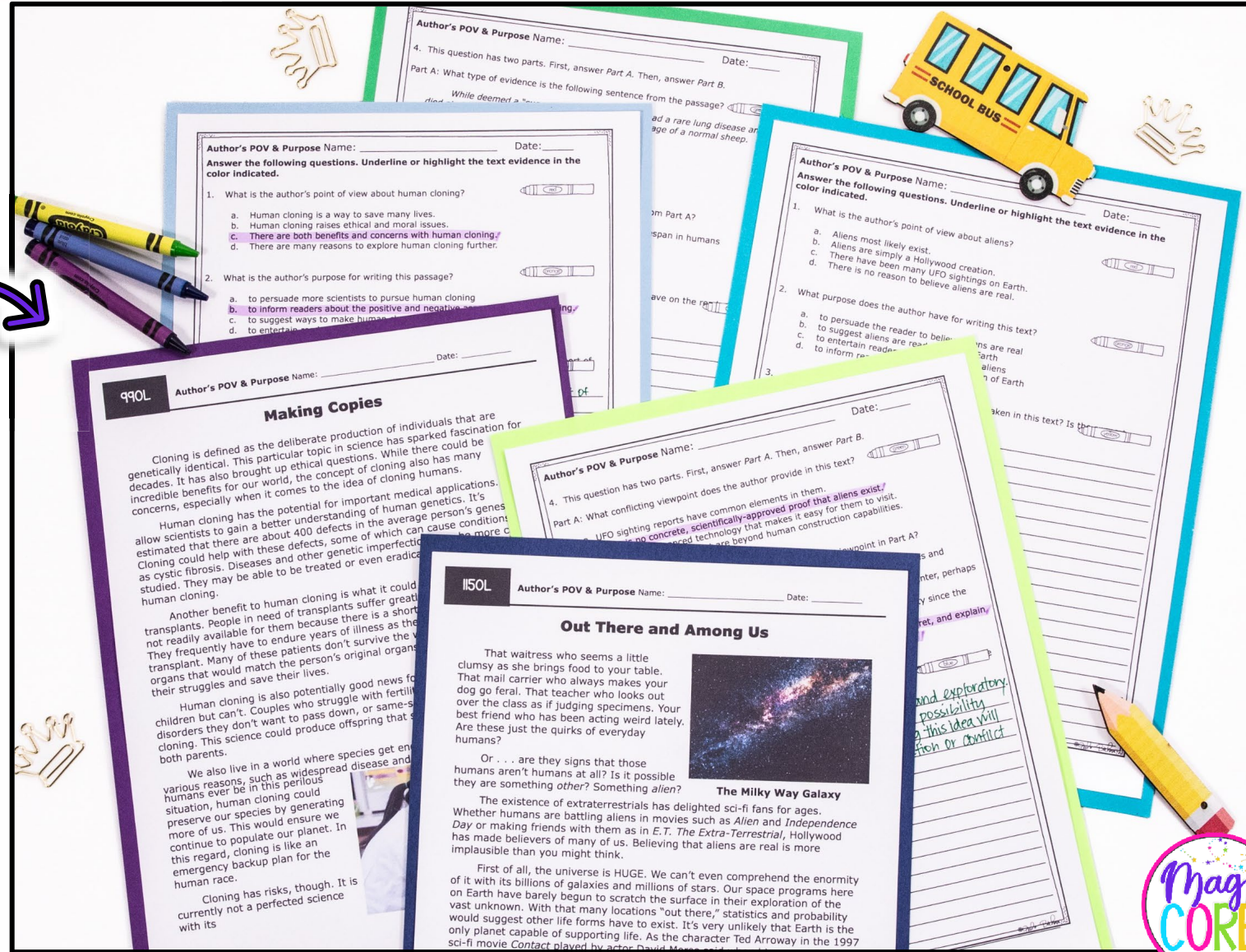
Conflicting Viewpoints
points of view that are the opposite of the author's view

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?
 - How does 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 conflicting viewpoints, and the author's purpose?

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. The fact that book banning is still happening today, however, is extremely concerning as it shows that people are trying to control what we think and feel. But when we have the freedom to read, we can learn from the mistakes of others and make better decisions for ourselves.

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 pet. If you've done any of these things, you probably understand the benefits of having a pet. If you haven't, you're missing out. According to Dr. June McNicholas, a psychologist at the University of Wisconsin, pets can provide many benefits. They can help reduce stress and anxiety, improve your mood, and even help you live longer. Pets are also great companions and can help you feel less lonely.

Most Dangerous Monster
980L
Author's POV & Purpose Name: _____ Date: _____
Vampires and werewolves are two 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 clumsy as she brings food to your table. That mail carrier who always makes you over the class as if judging specimens. Your best friend who has been acting weird lately. Are these just the quirks of everyday humans? 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
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 implausible than you might think.

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

Author's Point of View and Purpose Graphic Organizer
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
Loyalists preferred stability under the British.

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

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

ALIGNS TO SCIENCE OF READING

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

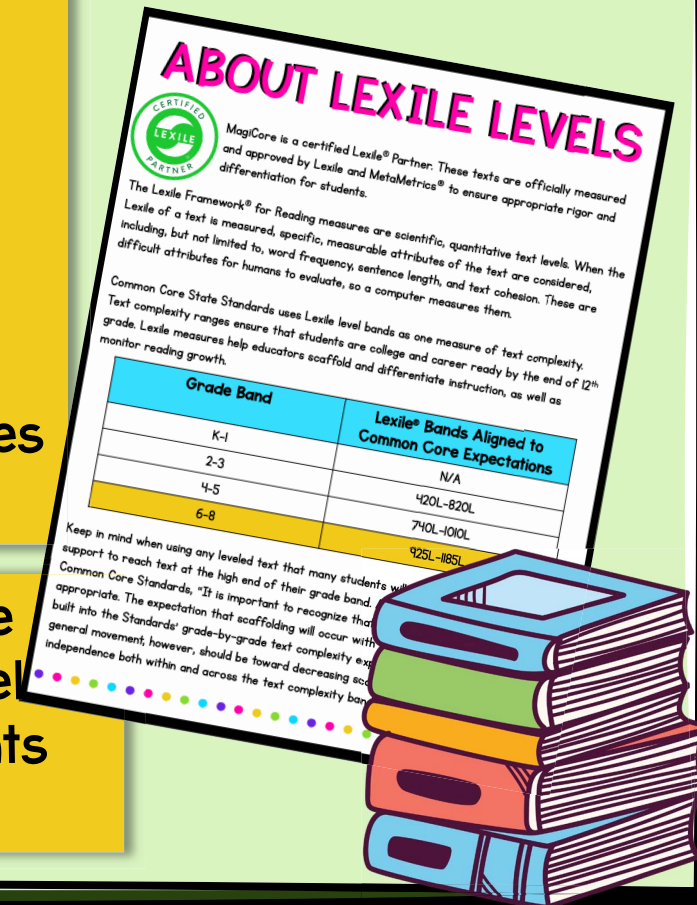
Our passages provide that essential variety of fiction structures and topics.

Students need scaffolded instruction to access grade level texts. Without it, students are not exposed to linguistic and textural features, putting them further behind.

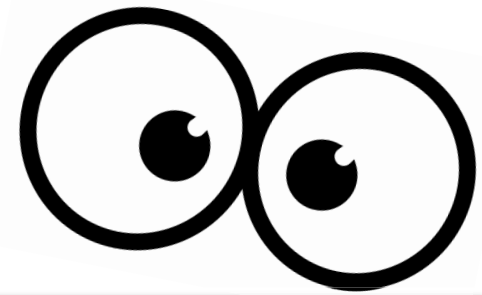
Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.

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.



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.

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?
 - How does the author distinguish their position from that of others?
 - How does the author respond to conflicting viewpoints?
4. Summarize your thoughts about the author's point of view, their response to conflicting viewpoints, and your own beliefs after having read the text.

©2016 Bobbie

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

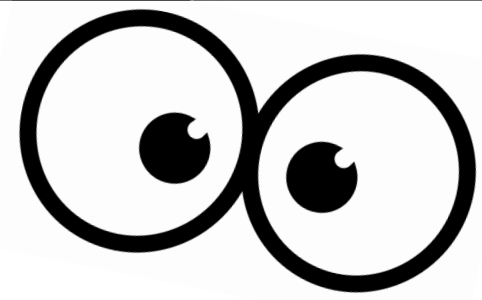
Conflicting Viewpoint

Author's Response to Conflicting Viewpoint

Text Evidence

Reader's Thoughts About the Topic

AND ANOTHER PEEK



980L

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

Most Dangerous Monster

Vampires and werewolves are some 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.

The first reason vampires are to be feared more than werewolves is their immortality. While werewolves usually have extended lifespans, they do age and eventually die. Vampires, on the other hand, have the potential to live for an eternity. Living forever allows vampires to learn all there is to know. This makes them an opponent no one wants to go up against.

Vampires also have the ability to control minds. They can manipulate human behavior. Compelling humans to do their bidding gives them an advantage in many situations. They can use this power to create a disposable army for themselves if need be. Vampires could also cause great chaos among those they control.

Moving quietly makes vampires more dangerous creatures, too. Their ability to sneak up on their victims far exceeds the thrashing around, and growling werewolves do upon attack. Vampires are difficult to detect. This allows them to carry out their business without being noticed. This level of stealth, coupled with their incredible strength and speed, makes them the perfect predator.

The fact that a vampire's diet consists solely of human blood ups their danger factor, too. Their cravings make them liable to hunt a human down at any moment to drink their fill. A werewolf's diet, on the other hand, is not so perilous for the human population. They have other menu options that could lead them away from human targets.

Vampires are also immune to many weapons. They are able to remain unaffected by bullets, blades, and other devices that could easily end a



Author's POV & Purpose Name: _____

Date: _____

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

- What is the author's point of view about the topic of this passage? 
 - Werewolves are the most dangerous monsters.
 - Vampires and werewolves are evenly matched opponents.
 - Vampires are the most dangerous monsters.
 - Werewolves have better abilities than vampires.
- What is the author's purpose for writing this text? 
 - to persuade readers into believing vampires are better than werewolves
 - to persuade readers into believing werewolves are better than vampires
 - to inform readers about the features of vampires and werewolves
 - to entertain readers with stories including vampires and werewolves
- What evidence does the author supply to support the point of view taken in this passage? How does that evidence affect the reader? 

Author's POV & Purpose Name: _____

Date: _____

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

Part A: What conflicting viewpoints does the author present in this text? 

- Vampires have the ability to go undetected.
- Werewolves are strong, fast, agile, and hard to kill.
- Werewolves have a particular diet that makes them predators.
- Vampires can control the minds of humans.

Part B: Which quote from the text shows how the author deals with the conflicting viewpoint from Part A?

- Werewolves are "more human than vampires."
- Vampires are "immune to many weapons."
- Werewolves "age and eventually die."
- Vampires "carry out their business without being noticed."

5. Do you agree or disagree with the author's point of view on this topic? Give at least one reason related to the text to support why you feel the way you do? 

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!

