



WHAT IS INCLUDED?

Anchor chart
to help you
teach and
for students
to reference.

Point of View

Who is telling the story? Sometimes the narrator is a character in the story. Sometimes the narrator is outside of the story.

Characters have different thoughts and feelings. This means characters have different points of view.

ASK YOURSELF:

1. What does character one think or feel about what happened? Why does he or she feel this way?
2. What does character two think or feel about what happened? Why does he or she feel this way?
3. How would you feel in the same situation?
4. How can you use your voice to show how character one feels?
5. How can you use your voice to show how character two feels?



10 2nd & 3rd grade leveled passages that increase in difficulty.

- Engaging graphics and text features

Multiple choice and short response questions.

- Requires students to find text evidence.
- Variety of standards
- With and without Common Core Standards

Assessment

- 2 reading passages
- same format as practice worksheets

Ferris Wheel Fear

Level 500

RL.2/3.6-Point of View

"Come on Kate, let's get in line for the Ferris wheel," said Lonnie. Kate looked up at the Ferris wheel before them. The Ferris wheel was the tallest ride at the fair. It loomed above her like a giant in the sky. "That is way too high," replied Kate. "It just doesn't look safe. I think I'd rather keep my two feet on the ground." "Aww come on Kate. It will be fun! Look, there are kids younger than you in line. If 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 second grade and there were first graders going on the ride. When it was finally Kate and Lonnie's turn...



Point of View

RL.2/3.6-Point of View

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

1. How does Kate feel about the Ferris wheel? Use text evidence to support your thinking.
2. How does Lonnie feel about the Ferris wheel? Use text evidence to support your thinking.
3. What might Kate's voice sound like when she says the following?
"It just doesn't look safe. I think I'd rather keep my two feet on the ground."

Test

Level 570

RL.2/3.6-Point of View

Play: The Cafeteria Dilemma

Scene: a third grade class enters the cafeteria

Victoria: Yuck! Look what we have for lunch today! It's a yucky green salad! Who wants to eat turkey and egg on a salad? I've never seen such a gross lunch in my life!

Ricardo: It sure beats the chicken fingers and french fries we had yesterday! It's about time they make something healthy.

Wei: Wednesdays are usually nachos! I can't believe they are doing this to us on no day. I look forward to nachos all week.

Victoria: Nachos and chicken fingers are so unhealthy. When you eat food that is garbage, you feel like garbage. We need healthy food to make us feel good.

Wei: Blah, blah, blah. I guess I will be bringing my own lunch tomorrow. I want food that is yummy, not healthy!



Truth

Level 570

RL.2/3.6-Point of View

"My heart races as I hear the teacher. This means only one thing. 'Ouch!' I shriek as my head is pushed harder and harder as I lean in her seat and begins to press my head too hard." I silently pray to the ground today. Suddenly, I am flipped and forth over Cassidy's paper as she sends. I hear the ring of the bell. Cassidy to lunch.



ABOUT LEXILE LEVELS



Common Core Kingdom, 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	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."



POINT OF VIEW

2nd & 3rd grade

*This product includes 12 leveled passages in the 2nd-3rd Grade Common Core Text Complexity Band (the range for 2nd-3rd grade is 420-820).

Table of Contents:

1. RL.2.6 Anchor Chart/ Journal Page
2. The Big Storm- 460L
3. My Missing Bear- 500L
4. Play: Getting Ready for the Big Cookout
5. Ferris Wheel Fear- 540L
6. Letters from Summer Camp- 560L
7. A Doggy Day- 580L
8. A Difficult Day- 610L
9. Dance Talent- 610L
10. A Car Ride With Dad- 730L
11. Cinderella Stories- 810L
12. Test
 - Play: The Cafeteria Dilemma
 - The Pointed Truth- 600L



The Big Storm

Bang! Chrissy shrieked at the sound of the loud thunder. The house shook and the lights flickered.

Chrissy buried her head under the pillow on the couch. She covered herself with the blanket. Her mom soothed her as Chrissy shook. Chrissy hated thunder storms. They were the scariest thing in the world to her.

"You're overreacting Chrissy," her brother Corey stated. He ran towards the window to peer out. The trees were blowing violently in the wind. Lightning streaked across the sky.

"Get away from the window! You could get struck by lightning!" Chrissy yelled at her brother.

"Nah, I won't get struck," Corey said confidently. "It looks really cool outside! You should come see!"

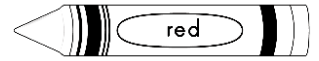
Mom continued to comfort Chrissy. "The storm will pass soon sweetie," mom reassured her.



Point of View

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.

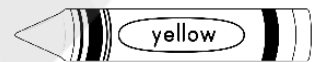
1. How does Chrissy feel about the thunderstorm? Use text evidence to support your thinking.



2. How does Corey feel about the thunderstorm? Use text evidence to support your thinking.



3. What might Chrissy's voice sound like when she says the following?

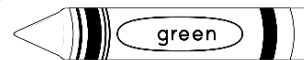


"Get away from the window! You could get struck by lightning!"

- a. Chrissy would sound worried.
- b. Chrissy would sound annoyed.
- c. Chrissy would sound confident.
- d. Chrissy would sound reassuring.

Point of View

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



"You're overreacting Chrissy,"

- a. Corey would sound afraid.
- b. Corey would sound calming.
- c. Corey would sound confident.
- d. Corey would sound bothered.

5. How would you feel if there was a big thunderstorm? Is your point of view similar to or different from Chrissy's or Corey's?

6. With which statement would Corey most likely agree?

- a. Storms are interesting.
- b. Storms are frightening.
- c. It is fun to play outside during storms.
- d. You should take all safety precautions during storms.

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.

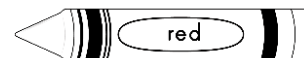
"You've got to be kidding me," I thought to myself. "This is so embarrassing. Everyone is going to stare at us when they hear my dad's old-man music blasting as we pull up to school."



Point of View

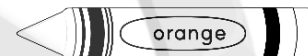
Answer the following questions. Underline the text evidence in the color shown. If there is no crayon next to the question, infer the answer. You should still look for text evidence to help you infer.

1. Who is the narrator of this story?

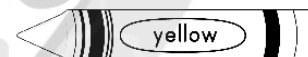


- a. Dad
- b. the radio
- c. the kids at school
- d. a boy named Chase

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.



Point of View

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 point of view 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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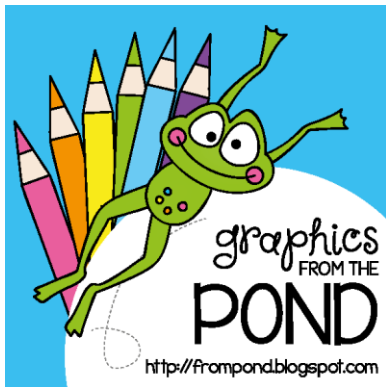
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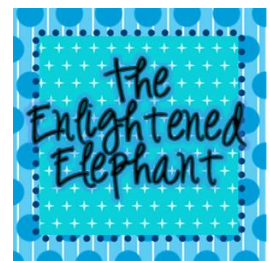
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