

Florida B.E.S.T. LEXILE

AUTHOR'S OPINION

COOL

Reasons Support Points

Name: _____

Date: _____

Black Rhinoceroses

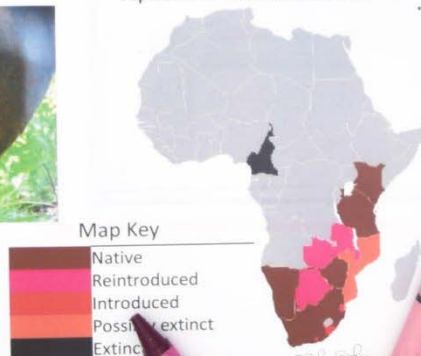
Black rhinoceroses live in the eastern and central parts of Africa. They are critically endangered. This means that they have a very high risk of becoming extinct.

In the early 1900s, people settled in Africa from Europe. These people killed black rhinos for food. Sometimes they killed them for fun. Today, hunters continue to kill black rhinos. Hunters kill black rhinos for their horns. The horns are made of ivory. Ivory is valuable. These horns sell for \$30,000 per pound. From 1970 to 1992, 96% of the black rhinos in Africa were killed for their horns. Many of the countries these animals live in are at war. This makes it difficult for black rhinos to be protected.

There are about 5,000 black rhinos left today. It is important that we save black rhinos. Without them, the ecosystem will change. Black rhinos eat plants. If they go extinct, this will affect the plant population. This will cause other animal species to be impacted.



Population of Black Rhinoceroses



Reasons Support Points

5. What is the main point of paragraph 3?

- a. Black rhinos eat plants.
- b. There are 5,000 black rhinos today.
- c. It is important that we save black rhinos.
- d. Without black rhinos, the ecosystem will change.

Reasons Support Points

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

1. What is the author's main point of the first paragraph of the article "Black Rhinoceroses"?

their horns.
central Africa.

main point of paragraph 1.

very high risk of

2? people have hunted

sons.

t of paragraph 2? (Choose all that apply.)

per pound"
their horns."
tled in Africa from Europe"
s for food. Sometimes they killed

paragraph 3.

impacted.

rhinos"? Explain three

Black Rhinoceroses

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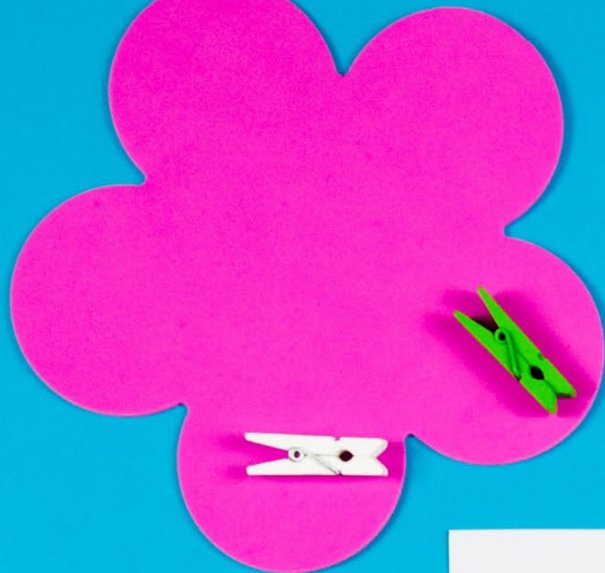
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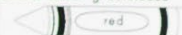
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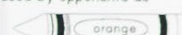
Opposing Viewpoints Name: _____ Date: _____
Answer the following questions. Underline the text evidence in the color shown.

720L Opposing Viewpoints Name: _____ Date: _____
Eating Meat is No Worse than Veggies

believe about greenhouse



used by opponents as



emissions more than

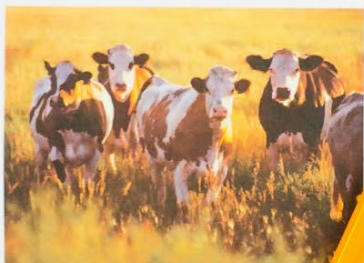


no more harmful than



760L Opposing Viewpoints Name: _____ Date: _____
Eating Meat Hurts the Environment

People today are eating more meat than ever. It is delicious, but it's dangerous for our environment. The animals we eat release methane gas when they digest food. This is a big problem. These gasses are called greenhouse gasses. They build up in the atmosphere and trap heat. This causes the average global temperature to rise over time. You may have heard of global warming. This is what people mean when they use that term.



A herd of cattle

People can reduce methane gasses by eating less meat. Livestock that are raised for humans to eat are a major cause of these gasses. The United Nations said that livestock caused 18 percent of global greenhouse gas emissions every year. By reducing the amount of meat we eat, we can help lower greenhouse gasses in the atmosphere.

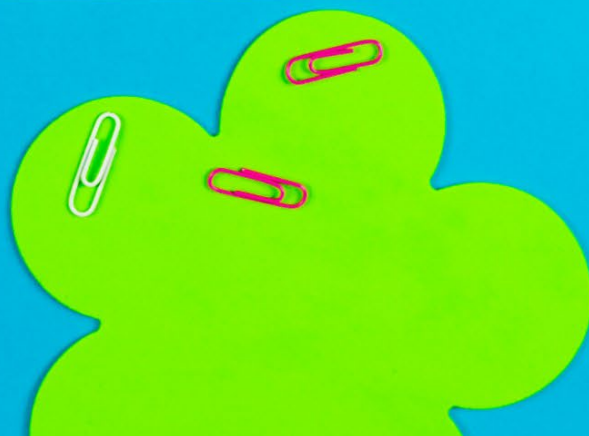


It's easy to swap out meat with vegetarian options.

change. Some of these groups blame that livestock raised for people to eat are r from the truth.



So, before you blame meat, maybe we're asking the wrong question. Perhaps we should ask what other ways we could help the environment.



When you said _____ I think _____
Another point to consider is _____

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phy is awarded to
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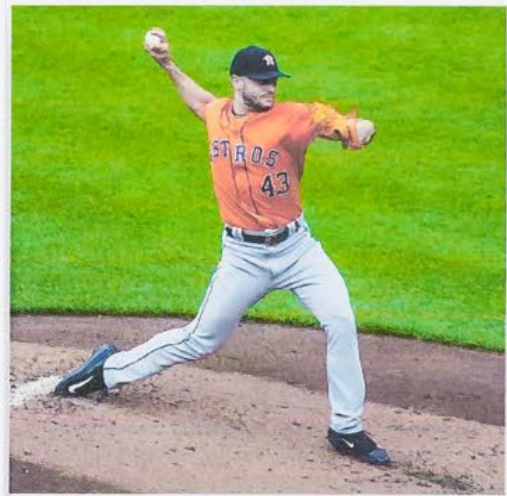


Opposing Viewpoints

Name: _____ Date: _____

The Astros Should Be Punished

In 2017, the Houston Astros impressed the world and became World Series Champions. Two years later, their legacy is tarnished. In November of 2019, two reporters published a report that explained how the team had cheated during their World Championship Season.



Astros pitcher, Lance McCullers, throws the ball during a game from the 2017 season.

The team installed a camera in the outfield that was trained on the catcher of the opposing teams. That camera led to a video feed just outside the Astros' dugout, where team personnel would watch and decode the catchers' signs. This is known as sign-stealing, and it's against the rules. Then, the team would bang on trash cans loudly to signal to Astros hitters what type of pitch was coming. They did this all season, including during the World Series.

Major League Baseball investigated this and found that the Astros were guilty of cheating. They didn't take away their championship title but were given several major penalties. Manager A.J. Reich and General Manager Jeff Luhnow were suspended for the 2020 season, and the Astros' owner later fired them both. The MLB also took the Astros' first and second round draft picks for the 2019 and 2020 seasons. The team was further fined \$5 million. While some think the punishment is harsh, others say it's not enough.

Have other teams tried to cheat the system? Probably. But the message here is clear. If you cheat to win, you aren't really a winner. The Astros should accept any punishment they are given.



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ve on each topic.

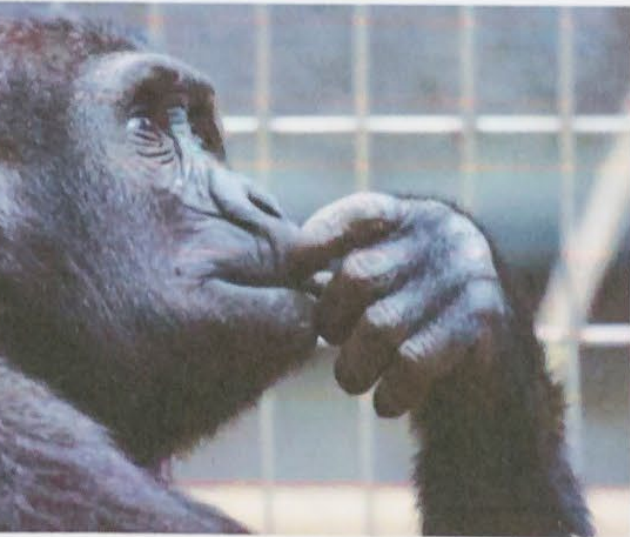
Forming Opinions

is what someone thinks, feels, or believes.

s people think, feel, or believe different things about topics. This means people have
g viewpoints.

ding, it is important the reader is aware of the author's viewpoint. They need to be
the opposing side as well.

e reader should form their own opinion based on their personal thoughts, feelings,
S.



cruel to animals. The animals suffer
they are kept in small habitats, as opposed



Zoos are beneficial to both animals and humans.
Animals who are injured and could not survive in the

AUTHOR'S OPINION

2nd & 3rd grade

Table of Contents

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

PLEASE NOTE: The articles in this resource are opinion-based. They do not reflect the opinions of MagiCore. We intentionally selected various topics and opinions to help students understand the importance of analyzing opinions and supporting evidence.

1. Your Mindset Matters - 490L
2. Black Rhinoceroses - 600L
3. Go Outside! - 630L
4. The Astros Should Be Punished - 640L
5. Social Media Is Hurting Society - 660L
6. Carless Cities - 710L
7. Eating Meat Is No Worse Than Veggies - 740L
8. Political Parties - 740L
9. Eating Meat Hurts the Environment - 760L
10. Roblox Benefits Kids - 810L

Assessment

- The Greatest Swimmer - 640L
- Forest Fires - 750L



ABOUT LEXILE LEVELS



Common Core Kingdom, LLC DBA 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	925L-1185L

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.

Guided Practice: The author's opinion practice page includes an example texts that contain opposing viewpoints. Students can evaluate both opinions side by side to understand how an author thinks about a topic can be presented in the 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.

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.

Author's Opinion

OPINION – What the author thinks, feels, or believes about a topic.

EVIDENCE – The author supports their opinion with evidence. Evidence can be facts or information.

 **To find EVIDENCE that supports the author's opinion:**

- 1 Find the portion of the text where the author makes the point.

Anchor Chart

Opinions

An opinion is what someone thinks, feels, or believes.

Sometimes people think, feel, or believe different things about topics. This means people have opposing viewpoints.

While reading, it is important the reader is aware of the author's viewpoint. They need to be aware of the opposing side as well.

Finally, the reader should form their own opinion based on their personal thoughts, feelings, and beliefs.



Zoos are cruel to animals. The animals suffer because they are kept in small habitats, as opposed to their natural habitat. Many are forced to live in drastically different climates than they are adapted to.



Zoos are beneficial to both animals and humans. Animals who are injured and would not survive in the wild are able to be cared for in zoos. Many zoos also have programs to breed endangered species.

Guided Practice

Opinions and Evidence Name: _____ Date: _____

Eating Meat is No Worse than Veggies

Some groups are trying to fight climate change. Some of these groups blame environmental problems on livestock. They say that livestock raised for people to eat are causing global warming. This couldn't be further from the truth.

For one thing, the data these groups are using is inaccurate. The data was meant to help farms help the environment. It was not meant to argue against eating meat.

Greenhouse gases come from other sources, too. One study even shows that eating fruits and vegetables is an issue. It says these foods increase greenhouse emissions more than eating meat does. Of course, no one is recommending that we eat fewer vegetables!



So, before you blame meat, maybe we're asking the wrong question. Perhaps we

Practice Page

How to Use This Resource

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

Day 1: Introduce the author's opinion anchor chart. Model finding the author's opinion and evidence for their opinion using the opinions practice page. Work with students to complete two examples together. Emphasize that determining the author's opinion is a necessary strategy for analyzing texts. Texts are often influenced by an author's own feelings or beliefs. It is important to determine what the author's opinion about a topic is and the evidence they provide to support their opinion.

Day 2: Select a text in the mid-range of the text complexity band. Make the text and question set poster size, or project the text and questions. Read the text 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.

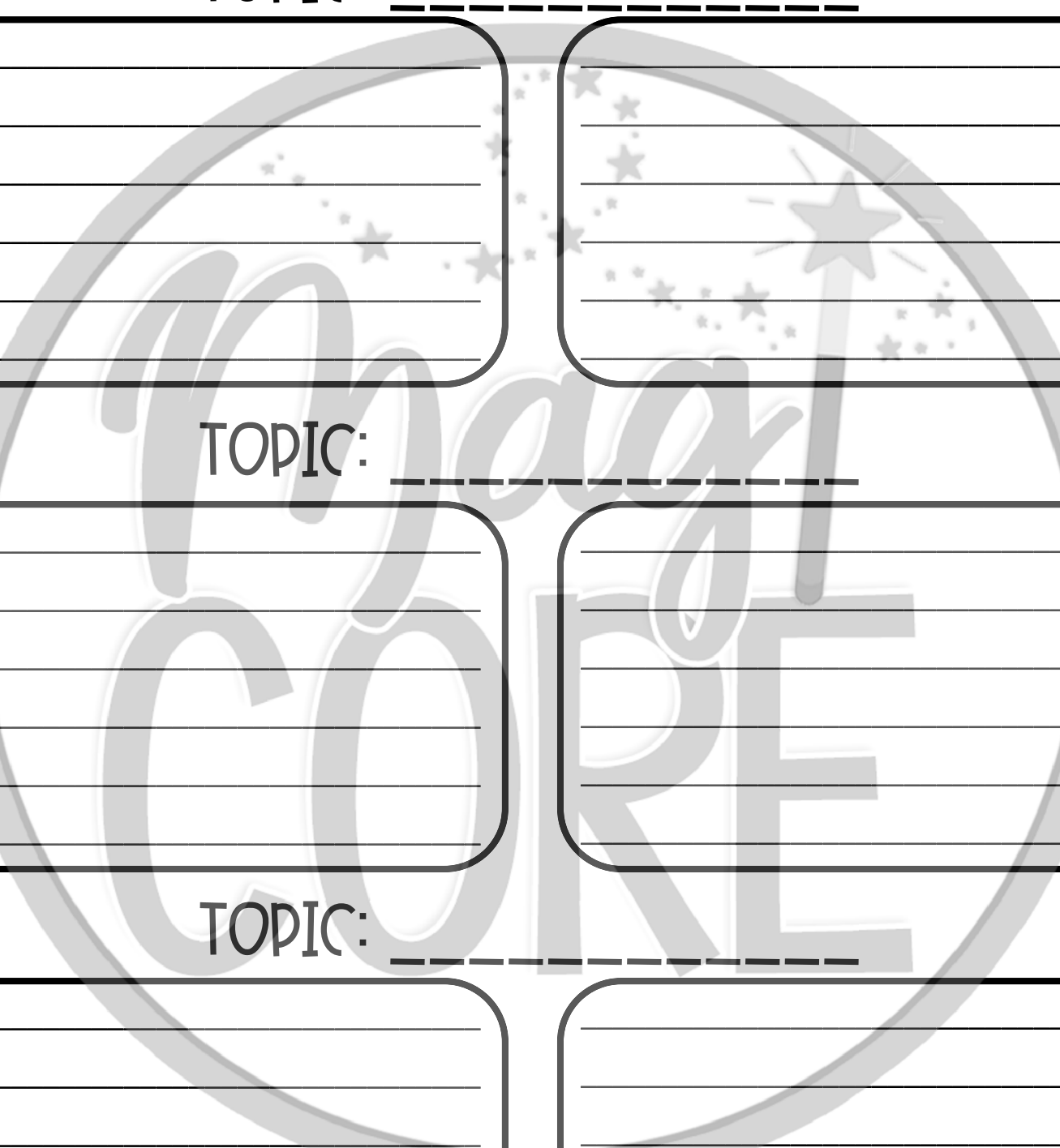
**Follow your students' lead. These lessons may take more or less time. Do not move on to subsequent lessons until your students are showing progress.*



Understanding Viewpoints

Directions: Interview a classmate about how they feel about a topic. Find a person who feels differently and write their opinion.

TOPIC: _____



TOPIC: _____

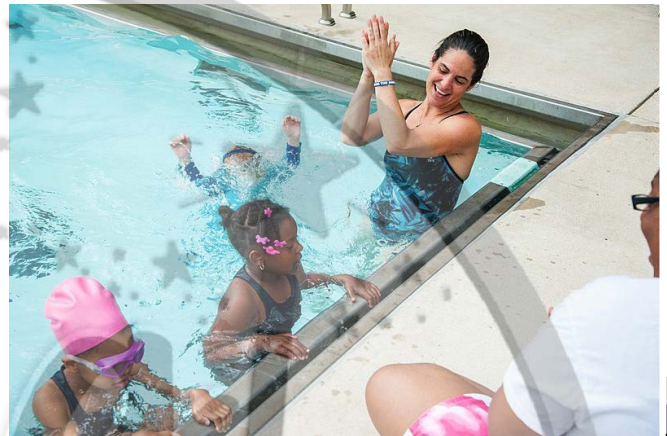
TOPIC: _____

Your Mindset Matters

Some people seem to be born smart. Others seem to be born athletes. If you don't think you have these skills, it can seem impossible to get better. Why even try?

Not everyone can become a genius or sports champion. But everyone can study and become smarter. Everyone can train and become better at sports. Science shows that anyone can get better skills.

Brains are made of billions of cells called neurons. Neurons are connected. They send signals to each other. Scientists found that neurons make new connections when we learn. So, learning is like a workout for your brain. The more you learn, the stronger your connections become.



Some people have a fixed mindset. A mindset is a way of thinking. If you have a fixed mindset, you think people are either athletic or not athletic. You think they will stay that way forever. Other people have a growth mindset. If you have a growth mindset, you think everyone can learn and get better.

People with growth mindsets care about learning, not grades. They work hard on tough problems. They learn from their mistakes. They find new ways of solving problems. They ask for help when they need it. They don't worry about looking dumb while they learn.



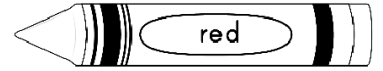
With some work, kids can choose to have a growth mindset. They can do better in school. The trick is to notice what mindset you have.

If you ever call yourself dumb, it's not true. You just haven't learned how to do something yet. Asking for help is smart. Learning new skills is hard, but it will be worth it.

Opinions and Evidence

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

1. Which of these sentences is an opinion?



- a. "Some people have a fixed mindset."
- b. "Learning new skills is hard, but it will be worth it."
- c. "Scientists found that neurons make new connections when we learn."
- d. "Brains are made of billions of cells called neurons."

2. What is the author's opinion?



- a. Everybody has a fixed mindset.
- b. Having a fixed mindset is better than having a growth mindset.
- c. Learning is a workout for your brain.
- d. Having a growth mindset helps you learn new things.

3. Which piece of evidence supports the author's opinion?



- a. "Growth mindsets help people learn and get better."
- b. "Neurons make new connections when we learn."
- c. "A mindset is a way of thinking."
- d. "Asking for help is smart."

4. Why do you think the author wrote this text?



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Good to Go



Not O.K.

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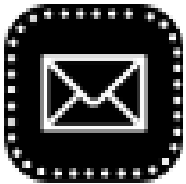
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Roblox Benefits Kids

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Go Outside!

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Your Mindset Matters

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