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Common Core State Standard

RI.3.6 Distinguish their own point of view from that of the author of a text.

THEME: Past to Present

1 Introduction

Read, or have students read, the instructional text. Work through the example as a class. Students should look at the illustration and use it to distinguish the people's points of view. Talk about thinking about an author's point of view and comparing it with your own point of view when reading an informational text.

LESSON 17 Distinguishing Points of View


CCSS RI.3.6: Distinguish their own point of view from that of the author of a text.

THEME: Past to Present

1 Introduction

Every author—and every reader—has a **point of view**. Your point of view is your opinion about a certain topic. Authors try to convince readers that their point of view is correct. Many readers might agree with an author. However, some readers might have different points of view. When you read, think about why the author has written a text. Then think about the author's point of view. Look for connections between the two.

Look at these students. They are trying to get others to agree with their points of view.



What is the boy's point of view? What does he want others to believe?
He believes that a swimming pool is more important than a soccer field.

What is the girl's point of view? What does she want others to believe?
She believes that a soccer field is more important than a swimming pool.

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1 Introduction Lesson 17

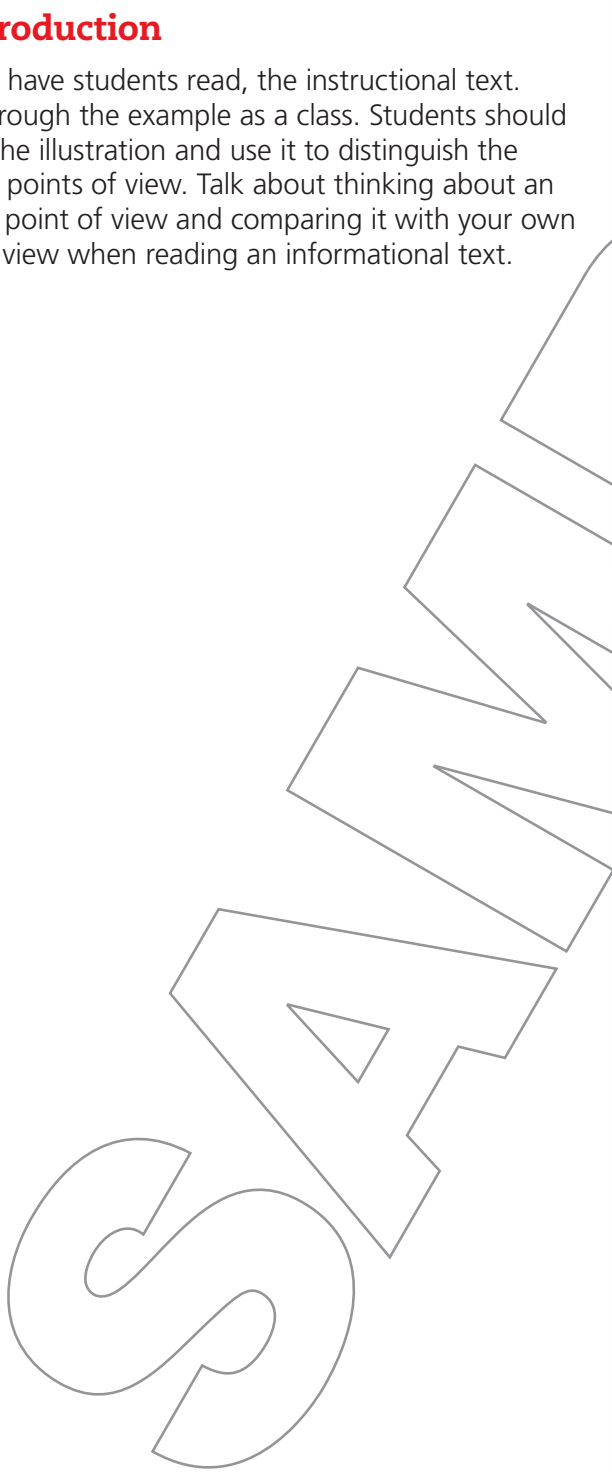
Who do you agree with? Why?
I agree with the boy. I think a swimming pool is more fun than a soccer field.

What is your opinion about what should go in the park, other than a swimming pool or soccer field?
I think there should be a playground in the park. Then everyone could play. You wouldn't need to have special clothes, like a bathing suit or cleats.

When you read an informational text, pay attention to how the author feels about the topic. Then think about how you feel about the topic. It is useful for readers to figure out their own point of view, even if it does not agree with the author's point of view. It is also important to separate your point of view from that of the author. That way, you learn to tell the difference between what you think and what the author thinks.

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2 Focused Instruction Lesson 17

Read the first part of the article. Then answer the questions.

Reduce, Reuse, and Recycle

1 You may have heard the terms **reduce**, **reuse**, and **recycle**. What do they mean, and why do we need to understand them? The amount of waste we make has to go somewhere. If we want to help the environment, it is best if we reduce, reuse, and recycle.

2 **What does it mean to reduce?** **Reduce** means to "make smaller" or "use less." When we buy something at the store, we can make sure the packaging around it can be recycled. We can think about using the packaging for something else. It is also a good idea not to use single-serving containers. This is especially true for water. Do not buy bottles of water at the store. Buy a refillable sports bottle that you can fill. It is also helpful to buy in bulk, or a large amount. Reducing the waste we produce will help the environment.

Think About It

What is the author's point of view? The question asks you about the author's opinion.

What does the author believe about reducing waste?
If we want to help the environment, it is best if we reduce, reuse, and recycle.

What do you think the author's purpose was in writing this passage?
to help the environment

What does the author think people should do?

- Make sure packaging can be recycled or used for something else.*
- Do not buy bottles of water.*
- Buy things in large amounts.*

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2 Focused Instruction Lesson 17

Continue reading the passage. Then answer the question.

3 What does it mean to **reuse**? Do you ever use plastic forks and spoons? If you do, wash and use them again. The next time you have a lot of stuff to throw away, have a yard sale. Someone may want the things you do not need. When you go to the store, bring your own cloth bags instead of using the plastic bags at the store. If we reuse what we have, we will save a lot of room in landfills!

4 **What does it mean to recycle?** Recycling is making new products out of old ones. *If a container can be recycled, do not just throw it in the trash. Put it in the recycle bin. Making new things from recycled items takes less energy than making them from new materials. You can recycle magazines, soda cans, newspaper, glass, plastic, and many other things. Recycle your trash whenever you can!*

5 We can all work together to reduce, reuse, and recycle!

A CLOSER LOOK
 How is recycling different than reusing something? Circle the sentence that tells what recycling is.

Why does the author want people to reduce, recycle, and reuse things?

What is the author's point of view?

- It is better to reuse than to recycle.
- We should make less waste.
- Products should come in smaller containers.
- Products should come in larger containers.

DISCUSS IT
 Think about the passage. Do you agree with this author's point of view? Turn to another student. Talk about whether you agree or whether you have a different point of view.

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2 Focused Instruction

Title: Reduce, Reuse, and Recycle

Genre: Nonfiction: Editorial

Lexile® Measure: 690L

Guide students as they work together as a class, in pairs or groups, or individually. Offer assistance to students as needed.

Vocabulary

To help with comprehension, review these vocabulary words with students before they read the passage. Write the words on the board and keep them displayed so students can refer to them when they read independently.

bulk, environment, landfills, plastic, recycle

ELL Support

Talk with students about prefixes. Adding a prefix to the beginning of a word can change the meaning. In the words *reuse* and *recycle*, the prefix *re-* was added to the root words *use* and *cycle*. The prefix *re-* means "again." Think of other words that have the prefix *re-*. What do they mean?

A Closer Look

Use A Closer Look to have students increase their understanding of the text. Remind students to use the hint box to help them answer the question.

Discuss It

For this discussion activity, you can choose to have students discuss in pairs, in groups, or as a class.

3 Guided Practice

Title: Build a Community Center

Genre: Nonfiction: Editorial

Lexile® Measure: 620L

Students should complete the Guided Practice section on their own. Offer assistance as needed, pointing out the A Closer Look and Hint call-out boxes along the left side of the page.

Vocabulary
community, positive, supervise

Speaking/Listening Activity
In small groups, have students talk about why a community center would be a benefit to their town. If a center already exists, they can discuss ways to make it better.

Writing Activity
Have students write a letter to the editor about a topic that is relevant to your school and class. You may wish to brainstorm topic ideas as a class before students begin writing.

3 Guided Practice Lesson 17

Read the letter. Then answer the questions.

Build a Community Center

Dear Newspaper Editor:

1 The children in our town are bored. They need something positive to do after school. School is over at 3:30 p.m. every day. That gives our children several hours of free time before dinner. They should not waste it just fooling around on the sidewalk. They could get hurt without adults to supervise them.

2 Our town parks are nice. However, in the winter, it is often too cold to play there. Sometimes it is too rainy or too hot. Our children need a place to play that is safe and where they can go indoors.

3 Another problem is that many young people spend too much time with their smartphones and other beeping, buzzing things. They need to play with each other and have fun together.

4 The answer to this problem is a new community center. The center could have a gym for playing basketball and other games. It might even have a swimming pool! It should include a quiet place where students can do their homework. Maybe volunteers could help with homework for a few hours after school. The volunteers could be adults or teenagers.

5 A new community center would mean new jobs for our town. Workers would be needed to build it. People would be needed to work with the children there. When people in other communities hear about our wonderful center, they will want to move here!

6 We need to start planning a community center. We must do it for our children and for our town!

Sincerely,
Kanesha Davies

A CLOSER LOOK
When authors state opinions, they give reasons that support their opinions. Circle reasons the author gives to support building a community center.

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3 Guided Practice Lesson 17

Which sentence explains a need the town's children have?

1 Which sentence helps to explain why the author wants the town to build a community center?

A The town has wonderful parks.
B Volunteers at the center could be adults or teenagers.
C Young people love to play with their buzzing, beeping devices.
D The children should have a safe place to go after school.

Which sentence tells something that can be proved?

2 Which sentence from the passage is a fact, not an opinion or a point of view?

A "The children in our town are bored."
B "They need something positive to do after school."
C "School is over at 3:30 p.m. every day."
D "They should not waste it just fooling around on the sidewalk."

Think about the reasons the author gives for building a community center. Do you agree with these reasons? Are there reasons why you disagree?

3 Explain whether or not you agree with the letter writer's point of view that the town needs a community center.

Answers will vary. Students should clearly state whether they agree or disagree that a community center should be built. Then, they should discuss two details from the text, supporting or disputing the letter writer's reasoning.

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4 Independent Practice Lesson 17

Read the passage. Then answer the questions.

How Safe Is Your Bike?

Are you ready for summer? Come to the **Bike Safety Fair** on **Saturday, April 8** and find out! This fair will be held from **10 a.m. until noon** at the Community Center on Walnut Street. The fair is free for everyone! Bring your bike and get it checked out.

- Every summer, several people in our town are hurt in bike accidents. In fact, last year our town had six accidents involving one or more bikes. The Bike Safety Fair can help all bike riders to ride more safely.
- Make sure that you or someone you know is not injured on a bike this year. Bring your friends to the fair! There, police officers will check your bikes for problems, such as bad brakes. You will also learn why some helmets are much safer than others. You will find out why you should wear a helmet every time you ride your bike. That includes riding just two blocks to a friend's house.
- Bikes have to share the road with cars. Come to the Bike Safety Fair and find out about traffic signs and laws. Learn which rules bike riders have to follow and which ones are only for cars and trucks. What you do not know really can hurt you!
- More than 60 people attended last year's Bike Safety Fair. Besides getting your bike checked out, you can play some games. You might even win some prizes. Come early and enter the big bike race! There are three prizes for the winners and ice cream for everyone who races.



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4 Independent Practice

Title: How Safe Is Your Bike?
Genre: Nonfiction: Advertisement
Lexile® Measure: 660L

Have students complete the Independent Practice on their own. Students can complete it at home, or during class.

Vocabulary

accidents, injured, traffic

4 Independent Practice Lesson 17

- Part A**

What is this author's point of view?

 - A Most bike accidents are caused by bad brakes.
 - B Most bike accidents are caused by not knowing traffic rules.
 - C** Attending the Bike Safety Fair will reduce accidents.
 - D Attending the Bike Safety Fair will be fun.

Part B

Which sentence from the passage best supports the answer to Part A?

 - A "Bikes have to share the road with cars."
 - B** "The Bike Safety Fair can help all bike riders to ride more safely."
 - C "You will find out why you should wear a helmet every time you ride your bike."
 - D "Every summer, several people in our town are hurt in bike accidents."
- Which sentence from the passage explains the author's point of view about traffic rules?

 - A "This fair will be held from 10 a.m. until noon at the Community Center on Walnut Street."
 - B "More than 60 people attended last year's Bike Safety Fair."
 - C "Besides getting your bike checked out, you can play some games."
 - D** "What you do not know really can hurt you!"

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4 Independent Practice Answer Analysis

1 PART A Choice C is correct because it is the main idea and the author's point of view. The author provides evidence for why the Bike Safety Fair will protect riders and reduce accidents. The article does not make any claims about what causes most bike accidents, so choices A and B are not correct. Choice D is probably true, as the author mentions it in the final paragraph, but it is not the author's main point of view.

PART B The author advocates for riders to attend the Bike Safety Fair so they can be safer when they ride; choice B is correct. Choices A, C, and D are details that support the idea that the Bike Safety Fair will help riders be safe, but they are not the main point of view.

2 Choice D is the correct answer. It expresses the author's point of view about learning traffic safety rules. The author suggests that riders learn traffic rules to avoid getting injured. Choices A, B, and C explain details about the Bike Safety Fair, but they do not express the author's point of view.

- 3 Choices A, C, and D all restate the author's points from the article, so they support the same point of view. Choice B is the correct answer because it expresses a point of view different from that of the author. The author believes that riders should learn to be safer.
- 4 Answers should include an explanation of whether or not the student agrees with the author. Students should support their own opinions with details.

4 Independent Practice Lesson 17

3 Which point of view is different from this author's?

A Bike safety means wearing a helmet.

B Most people know how to ride their bikes safely.

C Knowing how to ride bikes safely can reduce injuries.

D Friends can encourage each other to ride safely.

**RI.3.6
DOK 2**

4 State whether you agree with this author. Then explain why. Use at least two details from the article in your answer.

I agree with the author because I see kids not riding their bikes safely all the time. Lots of them do not wear helmets. Some do not stop for stop signs. They might get hurt riding that way. I do not agree with the author because my friends and I already know how to ride our bikes safely. Our parents make sure our brakes work and our tires are pumped up. We always wear our helmets, even when it's hot outside.

**RI.3.6
DOK 3**

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Media/Research Activity

Using Internet and library resources, have students research bike maintenance and laws. They can find information on checking the tires, checking the brakes, and changing the height of the seat. They should also look for information such as the correct side of the road to ride on and proper hand signals to use when riding.