A.5. CURRICULUM SAMPLE – Third Grade Reading

Grade Level	Content Area	Course Title	Unit Title
Grade 3	**Reading**	**N/A**	**Authors Have Opinions Also**

Length of Unit	Time of Year Taught	Expected Prior Knowledge
7 lessons taught over 7 days	**3rd Quarter**	Every student should understand and use all concepts and skills from the previous grade levels with regard to Reading/Writing according to the Common Core State Standards. Students should be able to read basic text at grade level and comprehend the text that is given. Students should have background on the colonial period to be able to understand the readings and political cartoons that are presented. Students will have mastered the concept of fact and opinion.

Unit Description

In this unit, students will learn about author's purpose in writing. Once students understand purpose, they will learn how these purposes determine how much the author shares his or her point of view. Students will examine author's point of view in various non-fiction texts, including the graphic or political cartoons. Essential Questions: What is author's purpose? What is point of view in nonfiction reading? Enduring Understanding: Authors have opinions that shape their informational writing. Students will determine an author's purpose in writing, determine an author's point of view in nonfiction, and compare their point of view to that of an author

Common Core Standards	**3.RI.6.** Distinguish his or her own point of view from that of the author of a text.
Summative Assessment	The assessment tests students' ability to read a short piece of text and determine the author's opinion, belief, or point of view. These questions are multiple choice. Students are also asked to compare their point of view to that of the author on two of those questions.
Assessment Scoring	**T**he assessment has a total of 6 questions. Each multiple-choice question is worth 1 point. These answers are scored as right or wrong. Questions 3 and 4 have a written response portion. This portion is worth 2 points. In a complete sentence, students will tell if they agree or disagree with the author's point of view. Students will also give the rationale for this agreement or disagreement. When you add up all the points, this assessment is worth a total of 10 points. In order for students to be considered as mastering the standard, they must score 8 out of 10 points to meet the expectation of 80%.
Materials/Resources Needed	Student Reading Response Journals, chart paper and markers, various pre-selected texts to determine purpose, two non-fiction passages on the same topic with different points of view

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Lesson Instruction	**Day 1** Tell students that we will be doing a unit about author's purpose and	**Day 2** Tell students that today we will spend more time talking about the three purposes for	**Day 3** Tell students that today we will talk about how an author's purpose affects his or her	**Day 4** Explain to students that an author's *point of view* refers to his or her position	**Day 5** Remind students that in studying non-fiction text we have learned about the	**Day 6** Explain to students that in Social Studies we have to be especially aware of author's point of	**Day 7** Students will complete an assessment on point of view.

	point of view. First, tell students that authors write for different reasons. Ask students if they know what those reasons are. Accept responses from students. Draw a pie (like a graph on the board). Tell students that they can use the word PIE to help them remember the three reasons of authors. Tell students that we call these reasons an author's purpose. Students should write "Author's purpose- the reason an author writes" in their reading journals.	writing. Talk to students about Informational texts. Tell them that if the author's purpose is to inform, you will learn something from the selection. Information pieces sometime use one or more of the following: • Facts • Details • Places • Events • People Students should write the above information in their reading journals. Talk to students about persuasive texts. Tell them that if the purpose is to persuade, they are trying to get you to do	point of view. Tell students that point of view is an author's opinion of a subject. Discuss what this means as a class. Have students write this in their reading journals. Tell students that an author's purpose (persuade, inform, entertain) affects his or her point of view. Have students take notes on the definition of point of view in their reading journals. Share with students that the author will want you to see the topic from his/her **point of view** or through his/her eyes and that for some topics, the author will be for	on an issue or, in other words, the author's opinion or belief regarding an issue. Tell students that different authors have different points of view. Show students two passages on the same topic with different points of view. Write the word *bias* on the board. Tell students that when authors favor one side of an issue, they are said to have a *bias* in favor of that side of the issue. Have students write the word bias and its definition in their reading journals. Explain to	features of non-fiction text. Non-fiction can include graphics, and graphics can be a text of their own. Explain to students what a political cartoon is. Show students a modern (and appropriate) political cartoon that students will understand based on their current event studies. Talk about what is shown in the cartoon. Show students a political cartoon from colonial times. Talk about the cartoon, what it shows and how it relates to our study of the colonies. Ask students how	view. Tell them that this is because different people have been affected in different ways by historical events. Talk about how this relates to the saying "there are two sides to every story." Remind students of the Native Americans unit and how they were affected when Europeans came to America. Tell them that this story would be told very differently if a Native American told it than if a colonist told it. Tell students that today we are going to read two different texts about the colonies. We will read page 47-55 in <u>A Young People's History of the United States</u> by Howard Zinn.	

	Talk about some entertaining stories you have read in class this year. Ask students why the authors wrote these stories. Tell students that these stories were written to entertain. Make sure students understand the word entertain. Next, hold up a social studies book and other non-fiction texts. Ask students why authors wrote these books. Tell students these texts are supposed to Inform. Make sure students understand what inform means.	something or they want you to agree with them. Although a persuasive piece contains facts, It also contains a lot of the author's opinions. In a persuasive piece, it is clear how the author feels about something. Have students take notes on persuasive texts. The final purpose of an author is to entertain. Most of the texts we read as kids are to meant to entertain us. If the author's **purpose** is to **entertain**, one goal may be to tell a story or to describe characters, places or events (real or imaginary). Examples of	or against something. Tell students that an author might be writing about school uniforms. The author thinks school uniforms are a good idea. Although the article is just about uniforms, the author's opinion will probably make the article sound like uniforms are a good idea. Explain to students that in a fiction text written for entertainment, author's point of view affects the story. However, in a nonfiction text, author's point of view can affect the information. Ask students if they have ever heard the saying "there are two	students that not all authors have bias, but that it is hard not to use your opinion when writing. Pass out a passage for all students to read silently. The passage should be persuasive and have a clear point of view. Lead a discussion with students about the passage. Ask what the author's point of view is. Talk about whether the author of the passage shows bias. Pass out 2 more passages to all students. The two passages should be about the same basic topic. Put students into	they think the person who drew the cartoon felt about the topic depicted. Lead students in a conversation about the cartoon. Ask students what the author's point of view is about the topic. Next, show students a political cartoon regarding the same topic but by a different cartoonist. Have students discuss this cartoon. Ask students what the author's point of view is for this cartoon. Put both cartoons up for kids to see. Ask students how the points of view of the two cartoonists are	Talk about the author's ideas about colonial times. Pass out a chart to students, have them reread this text. While they read, have them fill in the chart telling the main ideas shared by this author. Next, have students read about the Massachusetts Bay Colony in their Pearson History and Geography books. Have students fill out the chart with main ideas shared by this author. Have a classroom discussion about these two texts. A. How are they the same and how are they different? B. What is the point of view shared by each author?	

	Next, share pictures of ads and talk about movie previews and other persuasive texts that are available. Tell students these authors wrote these texts to persuade. Take time to talk about the word persuade and what it means. Show students how the words persuade, inform, and entertain make up the word PIE. Provide students with various pieces of text that fit different purposes. Put students in groups. Have students take a paper and split	entertaining texts include: • Plays • Poems • Stories • Jokes • Comic strips Have students take notes on the above information on texts that Entertain.	sides to every story." Tell students it goes along with the idea of "don't jump to conclusions" from Three Words of Wisdom and Mr. Peabody's Apples (texts read earlier in the year). Discuss with students what this saying means. Have students sit in a circle and discuss a time when they might have heard this saying. Tell students that author's usually only tell one side of a story, and that this is why point of view is important.	small groups and have them read the two passages. Students should use a Venn Diagram to compare the two passages. Instruct students to make sure and include point of view in their discussion and Venn Diagrams. When students finish in their groups, bring students back together whole group and discuss their observations and comparisons.	different.	C. What is the author's purpose in each text? D. Does either text show bias? E. Do you agree with the authors' of these texts? Why or why not? Informal Assessment: Student charts	

	it into three parts. They should label the three parts persuade, inform, entertain. Then, they should write the title of each text in the correct category. They will work as a group to get this correct. The teacher will walk around and assess student understanding.						

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**	**Lesson 6**	**Lesson 7**
Student Activities	**Day 1** Students will participate in a discussion of why authors write. Students will look at stories that have been previously read and help determine why	**Day 2** Students will participate in discussion and take notes on purpose and point of view. Students will look through their reading list for the year that is	**Day 3** Students will participate in a discussion of point of view. Students will write the definition of author point of view in their reading journals. Students will talk about the saying	**Day 4** Students will observe and read two different passages and participate in a discussion of those passages. Students will take notes on the word and definition of the word bias in	**Day 5** Students will participate in a discussion of nonfiction text, graphics, and political cartoons. Students will participate in discussions of the two political cartoons shown.	**Day 6** Students will listen to teacher instruction about points of view in social studies. Students will fill out a chart about author's point of view in two different readings.	**Day 7** Students will complete an assessment on point of view.

	these stories were written. Students will take notes on author's purpose in their reading journals. Students will work cooperatively to identify the purpose different texts and place them correctly in a chart.	kept in their reading journal. Students should determine the purpose of those texts. Are they a balanced reader when it comes to reading for purpose? They should write a short response to this question in their reading journal.	"two sides to every story." Students will share a time when that saying would have been relevant to their life. Students will write about the saying "two sides to every story." In their reading journals.	their reading journals. In small groups, students will read passages and discuss the point of view of each passage. They will work together to complete a Venn diagram comparing the two passages. Students will participate in a class discussion of the two classes.	Students will share ideas and respect the ideas of others.	Students will participate in a discussion about the two text and author's points of view.	

Grade 3 Reading Assessment and Rubric
Point of View

1. What is it called when the author expresses his opinions and views?
a. entertainment
b. point of view
c. climax
d. information

2. Do you ever go out and look at the stars? The stars fascinate many people, and some say that you can tell a lot about what will happen by studying them. The sky is divided into 88 known areas that scientists study. Inside these areas are many stars, which are called constellations. Many constellations were named as far back as the 1500s. Some named constellations are the zodiac signs; Aries, Pisces, and Taurus. Other constellations that might be familiar to you are the Little Dipper, Big Dipper, and the Great Bear.

The author believes that
a. the Little Dipper is the best constellation.
b. people don't care about studying stars as much as they used to in the 1500s.
c. the study of stars has fascinated people for hundreds of years.
d. you cannot tell much by looking at the stars.

3. Some people believe that they can't make a difference by voting, but you can. If you don't vote, your voice cannot be heard. Show you care about your community, and exercise your right to vote.

The author believes that
a. people should vote.
b. you can't criticize the person in office if you don't vote.
c. you should recycle in your community.
d. one person can't make a difference.

Do you agree with this author's belief? Why or why not?

_____
_____
_____

4. Doug knew that he had waited until the last minute to type his research paper, but he couldn't think of what he wanted to write. As Doug was frantically typing away on his computer, the power went out. He hadn't saved his documents. He screamed at the computer as it faded into blackness. Maybe it wouldn't have been too bad if he had a rough draft in which to work from, but he was writing and typing at the same time. Doug swore to himself that this would never happen to him again.

The author shows the importance of
a. buying a new computer.
b. not waiting until the last minute to do your assignments.
c. going to the library to do your research.
d. making the honor roll.

Do you agree with this author's belief? Why or why not?

_____
_____
_____

5. Most people think that gorillas are mean, but actually they are shy. It seems that such a huge animal with very large teeth would be aggressive. Hollywood movies help convey this image of the scary, ferocious gorilla. In fact, gorillas only attack if they are provoked. However, gorillas usually don't have to fight other animals because of their impressive size.

The author believes that
a. Gorillas are misunderstood as vicious animals.
b. Gorillas are mean animals.
c. Gorillas don't like other animals.
d. Gorillas communicate well with other animals.

6. This was Kathy's first baby-sitting job. She was so excited, but she was really nervous. Kathy's parents made her attend a baby-sitting workshop before she could baby-sit her neighbor's five-year-old son, Matthew. Kathy knew this was a lot of responsibility, but she thought she was ready. Kathy marched confidently to Matthew's house and waved goodbye to Matthew's parents. It seemed as soon as his parents left, Matthew fell and hit his chin on the coffee table. Without panicking, she remembered what she learned in her baby-sitting class and applied first-aid.

The author wants to show that
a. Matthew should not run in the house.
b. Kathy is ready to baby-sit.
c. Kathy needs to attend more baby-sitting workshops.
d. Coffee tables can be dangerous.

Answer Key

1. b (1 pt.)
2. c (1 pt.)
3. a (1 pt.); answers will vary but should express whether the student agrees with the author and why or why not (1 pt. for complete statement stating agreement or disagreement, and 1 pt. for providing appropriate rationale)
4. b (1 pt.); answers will vary but should express whether the student agrees with the author and why or why not (1 pt. for complete statement stating agreement or disagreement, and 1 pt. for providing appropriate rationale)
5. a (1 pt.)
6. b (1 pt.)