Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
Grade 3	**English Language Arts-Reading**		Whose Point of View?

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 lessons	Winter	Knowledge of who an author is and the disruption an author plays in writing a text, identifying main idea and supporting details, identifying author's purpose in fictional texts, author's voice.

Unit Description Students will learn to identify author's purpose, author's point of view, and give their own point of view with an explanation to support their point of view

Standards: Common Core State Standards for ELA	**Strand:** Reading Standards for Informational Text **Cluster**: Craft and Structure **Standard**: #6 Distinguish their own point of view from that of the author of a text.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	Students will be assessed on identifying author's purpose, author's point of view, and giving their own point of view with an explanation to support their point of view about three short passages.
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	Students must score 8/10 points (80%) to achieve mastery of the standard.
Materials/Resources Needed *Include all items for the entire unit.*	**Look Once, Look Again Animal Eyes* by David Schwartz **Two Bad Ants* by Chris An Allsburg- Several Copies *Point of View Chart *Chart Paper *Passages worksheets (*Smoking Hurts the Lungs, Hispanic Populations Soar, Casey Saves the Play, A Tricky Monkey, Fit For Life, Ice City*" *Elmo/ Overhead *Highlighters *Three Passages Worksheets *Lesson 5 Assessment

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline **30-35 minutes**	Teacher will explain to students that point of view refers to who a person or character looks at, or views and object of a situation. Teacher will ask students, "How do you feel about homework?" Teacher will call on volunteers for responses. Teacher will explain that students just shared their points of view. Teacher will explain that authors write from points of view. Teacher will introduce book *Look Once, Look Again Animal Eyes* series by David Schwartz. Teacher will show students pairs of photographs pointing out that pictures are of same exact object, but look different. Teacher will ask, "What causes them to look different?" Teacher will lead students to conclude that the pictures were taken at different distances of the object. Two points of view are evident in the photographs. Teacher will guide students through the book. After observing and discussing book teacher will explain that like in the photographs, characters in stories and authors of texts, may view objects from perspectives that differ from their own. Teacher will show students the cover illustration from *Two Bad Ants*. Teacher will read the story aloud, discussing with students how the illustrations show objects from an Ant's point of view. Teacher will ask students how an ant's view is different from a person's view. Teacher will have students work in small groups, giving each group a copy of *Two Bad Ants*. Teacher will explain that students will look at illustrations and the text to find more evidence of situations described from the ant's point of view. Teacher will have groups work together to think	Teacher will ask students, "What is an author's point of view mean?" Teacher will explain that understanding the purpose an author wrote a text, can help in identifying the author's point of view about a text. Teacher will ask, "Why do author's write?" Teacher will guide students to identifying that author's wrote for one of three purposes: to entertain, to inform, or to persuade the reader. Teacher will post and read three Concepts of Comprehension reading passages. "Smoking Hurts the Lungs and Heart." "Hispanic Populations Soars," and "Casey Saves the Play." For each passage, teacher will identify and chart the author's purpose and the words, phrases, and sentences that give the reader clues about the author's purpose and point of view. After students observe teacher modeling, teacher will ask "How did I identify the author's purpose in the three passages?" "How does knowing the author's purpose, help me know as the reader what the author's point of view is?" Teacher will record student responses on chart paper to post on the wall for student reference. Teacher will break students up into table groups, and give each table group a tub of books from our classroom library. Students will work together to sort books by author's purpose, and pick one book to share with the class the author's purpose and the point of view in the story.	Teacher will ask students, "What is an author's point of view mean?" "How does the author's purpose help us know what the author's point of view is for the text?" Teacher will reference posted chart from lesson two. Teacher will ask, "As the reader, do I have to have the same point of view as the author? Do I have to have the same point of view as other readers?" Teacher will read passage "A Tricky Monkey." Teacher will complete a graphic organizer, identifying the author's purpose, the details that support the author's purpose, and the author's point of view about the passage. After watching teacher model teacher will ask, "How did I identify the author's purpose in the passage? How did that help me identify the author's point of view in the passage? Do you agree with the author's point of view?" Teacher will have whole group read "Fit For Life." Teacher will say, "As a group we are going to complete a graphic organizer, identifying the author's purpose, the author's point of view, and details that support the author's purpose and point of view." Teacher will have volunteer students come up to complete sections of the organizer. After whole group completes graphic organizer, teacher will break students into table groups. Teacher will have table groups read the passage, "Ice City." Teacher will assign table groups to complete the graphic organizer, identifying the author's purpose, author's point of view, and details that tell the reader author's purpose and author's point of view. Groups will finish group time, discussing and explaining their points of view about the three passages.	Teacher will ask students, "What is an author's point of view mean?" Teacher will explain that several authors can write about the same topic, but for different purposes and from different points of view. Teacher will read three short passages about dogs. Teacher will identify the author's purpose and ask students, "Now that I've identified the purpose the author wrote the passage, how can I use that information to find out the author's point of view." Teacher will have students discuss and justify what they think the author's point of view is for all three passages. Teacher will have class read three short passages together. Teacher will have volunteer students come up to Elmo to highlight details in the passage that support author's purpose. After author's purpose is identified for each passage, teacher will have students discuss with a neighbor what the author's point of view is about the passage. Teacher will then explain to students that as a reader they can have their own personal points of view about a text. Teacher will ask students to share what their view is about each passage with a neighbor. Teacher will ask volunteer students to share responses and justify why they have a particular point of view. Next teacher will break students into small table groups. Each group will read three short passages, identify the author's purpose, identify the author's point of view, and discuss if there point of view about each passage.	Teacher will ask students, "What is an author's point of view mean?" Teacher will explain that today students will get broken into small groups. Each group will get a baggie of popsicle sticks with points of view about various topics. Teacher will model how each group member will pull a stick with a point of view on it, read the point of view on the popsicle stick, and tell their group if they agree or disagree with the point of view and support why they have that point of view. Teacher will walk around observing and discussing with groups during activity. After each group has had enough time to go around twice, teacher will introduce the Lesson Five assessment. Teacher will explain that students will read two passages, identify the author's purpose of writing the text, identify the author's point of view in the text, give their own point of view about the text, and give two supporting details that helped them with identifying author's purpose and point of view. While students are taking the assessment, teacher will walk around to answer individual student questions. After assessment is complete and collected, teacher will ask students to explain to a neighbor, "What is an author's point of view? How does it help us know the author's point of view as a reader?"

	of everyday items that ants see one way and people see another. Teacher will have students record findings on the chart. Teacher will reread *Two Bad Ants* to students asking students what aspects of point of view they understand better.				

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Timeline **30-35 minutes**	1. Students will discuss and define vocabulary "Point of View" 2. Students will observe pictures from book *Look Once, Look Again Animal Eyes* series and discuss how pictures of the same object were taken from different points of view. 3. Students will listen to book *Two Bad Ants* and in small groups look through text to find points of view ants and compare them with points of view of people, recoding information on a Point of View chart. 4. Students will listen to *Two Bad Ants* a second time, and discuss aspects of point of view that they understand better.	1. Students will discuss and define vocabulary "Point of View" 2. Whole group will identify three purposes author's write, to inform, entertain, and to persuade. 3. Students will observe teacher model of reading passages, identifying details in the passage to help find author's purpose, filling it out on a chart. 4. After teacher completes model, students will answer the teacher's question, "How did I identify the author's purpose in the three passages? How does knowing the author's purpose help me know the author's point of view?" Student responses will be recorded on a chart and posted in classroom. 5. In groups students will go through a tub of classroom library books and sort them by author's purpose. Groups will pick one book to discuss and share with class the author's purpose and point of view in the book.	1. Students will discuss and review vocabulary "Author's Point of View" 2. Students will review teacher chart from Lesson Two. 3. Students will discuss questions, "Do I have to have the same point of view as the author /and other readers?" 4. Students will listen to teacher read a passage and use graphic organizers to help identify the author's purpose, author's point of view, and details. Students will discuss teacher's modeling and their personal points of view about the text. 5. Whole group will read passage "Fit For Life." Whole group will work together to complete graphic organizer about "Fit For Life" identifying the author's purpose, author's point of view, and details and discussing their personal points of view about the text. 6. In table groups, students will read, "Ice City" and work together to complete a graphic organizer identifying the author's purpose, author's point of view, and details and discussing their personal points of view about the text..	1. Students will review point of view vocabulary from prior lessons. 2. Students will listen to three short passages, and observe teacher modeling how to find details about author's purpose and author's point of view. 3. Students will work whole group to read three passages, identify author's purpose and author's point of view, and discuss their personal point of view of each passage. 4. Students will work in table groups to read three short passages, identify author's purpose and point of view, and discuss with group their points of view of each passage. Students will record information on passage page.	1. Students will review point of view vocabulary from prior lessons. 2. In groups students will read different author points of view on popsicle sticks and go around the group telling if they agree or disagree with their popsicle stick author's point of view and why. 3. Students take assessment over identifying author's point of view, author's purpose, supporting details, and supporting their own point of view. 4. After assessment, students will discuss with a neighbor the questions, "What is an author's point of view? How does it help us know the author's point of view as a reader?"

POINT OF VIEW CHART

A Person's Point of View	An Ant's Point of View

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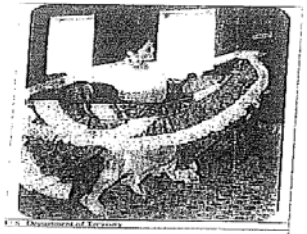
Hispanic Population Soars



U.S. Department of Tourism

Music and dancing are often part of Hispanic festivals

The face of the United States is changing. Hispanic Americans, also known as Latinos, make up the fastest-growing group. The latest U.S. **census** update shows that 41 million people are Hispanic. A census is a count of people.

Hispanic Americans are people whose families are from Spanish-speaking countries. Most of those countries are in Central and South America.

Nearly 297 million people live in the United States today. One of every seven people in our country is Hispanic!

The news comes just in time for Hispanic Heritage Month. It takes place each year from September 15 to October 15. During this time, Americans honor Hispanic history and customs. Many families celebrate by taking part in festivals and parades.

ReadWorks.org PROVEN TOOLS FOR TEACHING COMPREHENSION

Smoking Hurts the Lungs and Heart

Smoking Hurts the Lungs and Heart

1. **Lungs**—Smoking kills parts of the lungs that allow a person to breathe. It also causes illnesses such as bronchitis and emphysema.
2. **Heart**—Smoking shrinks vessels carrying blood to and from the heart. It can also lead to heart attacks.

6. Reasons Not to Start Smoking

- Smoking limits the amount of air a person's lungs can hold.
- Smoking causes severe coughing.
- Smoking causes bad breath and limits a person's sense of smell.
- Smoking ages a person's body. It causes wrinkles and hair loss.
- Smoking causes mouth cancer and other diseases, such as tooth decay and gum disease.
- Each year, lives started by lit cigarettes kill about 25,000 people.

ReadWorks.org PROVEN TOOLS FOR TEACHING COMPREHENSION

Casey Saves the Play

Casey dipped her paintbrush in a tray of yellow paint. She was painting stars on a huge screen of wood. The school play this year was "Songs in Space!" Casey had agreed to paint the sets.

While she worked, the actors rehearsed on stage. A girl named Amelia had the lead role. She played an astronaut exploring a new planet. Now she was singing her big song.

> *"I always thought that aliens were scary.*
> *But on this planet the alien is me!"*

Casey quietly sang along as she painted. She had heard the play being practiced over and over. She knew the words to all the songs by heart. Her friend Kareem helped her paint. "You should try out for the next play," he said. "You're good." Casey blushed. "You're just saying that because you're my friend," she said. "I'm way too shy to act on stage like that."

The next day was the big dress rehearsal for the play. Casey and Kareem were done painting. They were cleaning up their supplies when Ms. Brown, the director, came in. "It's a disaster!" she said. "Poor Amelia broke her foot in gym today. She can't be in the play. What will we do?" Kareem raised his hand. "I know," he said. "Casey knows all the words to the songs. She can take over Amelia's part!"

Everyone looked at Casey. She suddenly wished she were invisible. "No way!" she said. "Not me!" "If this is true, Casey, you must do it!" Ms. Brown said. "It's the only way to save the play!"

ReadWorks.org PROVEN TOOLS FOR TEACHING COMPREHENSION

Passage Title	Author's Purpose	Words, phrases, and/or sentences that are clues to the purpose
"Smoking Hurts the Lungs and Heart"	Persuade the reader	6 Reasons Not to Start Smoking • (any of the other facts from the article can be used to persuade the reader not to smoke)
"Hispanic Population Soars"	Inform the reader	• Hispanic Americans are people whose families are from Spanish-speaking countries. • One out of every seven people in our country is Hispanic! • Hispanic Heritage Month takes place from September 15 to October 15. People celebrate Hispanic history and customs with festivals and parades.
"Casey Saves the Play"	Entertain the reader	• Casey blushed, "You're just saying that because you're my friend. I'm way too shy to act on stage like that." • "It's a disaster! Poor Amelia broke her foot in gym today. She can't be in the play. What will we do?"

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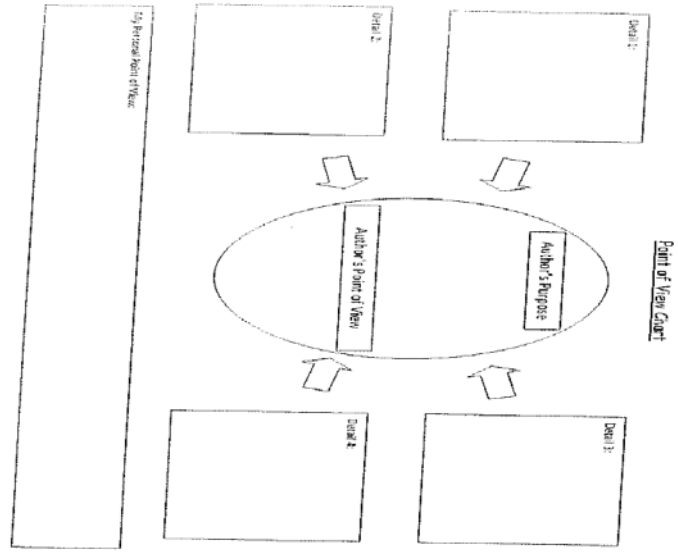
Name: _____ Date: _____

Group Members: _____

Point of View Chart



Fit for Life

Do you know what **diet** means? Some people think it means eating less food to lose weight. But the real meaning of diet is eating foods to stay healthy.

A **healthful** diet includes fruits and vegetables. These foods are great sources of nutrients, such as proteins, vitamins, and minerals. Nutrients are **substances**[1] that all living things need.

Hungry and Tired

Your stomach is growling, and you feel tired. A snack could give you an energy boost. But do you know what kind of snack is good for you?

Here are some tips you can follow to improve your diet and health.

1. **Five a Day**--Eat five or more servings of fruits and vegetables each day to stay healthy.

2. **Move That Body!**--Playing sports is not the only form of exercise. Go for a walk or skip rope. Do things to keep your body active.

3. **Eat When You Need To**--You should eat only when you are hungry or need a quick energy boost.

What are Nutrients?

Nutrients are substances that all living things need to live and grow. Where can you find nutrients?

Scientists say that there are six groups of nutrients. Here a list of each group:

Water helps the body break down foods for energy.

Vitamins are substances that the body needs to stay healthy. Vitamins are found in most foods.

[1] substances: material, items, stuff, things, and more

ReadWorks.org

Proteins: Muscle, skin, and hair are made mostly of proteins. The best sources of proteins are cheese, eggs, fish, lean meat, and milk.

Minerals help the body grow and heal from injuries. Minerals can be found in leafy green vegetables.

Carbohydrates include all sugars and starches. Sugars can be found in many fruits and vegetables. Some foods with starches include breads, cereals, and potatoes.

Fats also provide energy for the body. Fats can be found in oils, peanuts, salmon, corn, and dairy products such as milk or cheese.

ReadWorks.org

A Tricky Monkey

Kojo the monkey lived in the rain forest. There were lots of monkeys in Kojo's part of the forest. Kojo had many brothers and sisters. That was good, because Kojo had many monkeys to play with. But Kojo liked to get attention, too. That was hard to do with so many monkeys around.

One day Kojo decided to play a trick on the other monkeys. "Leopard!" Kojo cried. "A leopard is coming!" The monkeys scrambled. They climbed up to the highest tree branches. They shook with fear. Leopards like to eat monkeys.

Kojo laughed. "Ha! Just kidding," he said. Kojo's Aunt Ama scolded him. "Nobody likes a liar, Kojo." Kojo felt bad for a little while. But he soon got bored. A few days later, he did it again.

"Leopard!" Kojo cried. "A leopard is coming!" The monkeys scrambled again. Kojo laughed. "Ha! Just kidding again," he said. Aunt Ama shook her head. "Be careful, Kojo. Nobody will believe anything you say if you keep this up." The monkeys were all pretty upset with Kojo. They ignored him. Kojo sat in a tree branch, bored and lonely.

Then he saw a shadow on the ground below. A hungry-looking leopard padded across the rain forest floor. "Leopard! A leopard is coming for real this time!" Kojo yelled. None of the monkeys paid any attention. The leopard was headed right for them. Kojo knew what he had to do.

"Here, leopard! Over here!" he yelled. The leopard chased Kojo. Kojo climbed up to the highest branches. The other monkeys now saw the leopard, and they climbed into the trees, too. The leopard could not climb as high as the monkeys. She gave up and walked away.

Kojo was relieved. The other monkeys were glad that Kojo had tried to save them. They forgave him for lying and played with him again. And, Kojo became someone they could trust.

Name: _____ Date: _____

1. For the three days in April, people from around the world come to villages in China to celebrate the New Year at the Water Splashing Festival. Women wear yellow and pink dresses and participate in traditional dancing. Children carve water toys out of bamboo and play with hoses in the streets. Other people race dragon boats across the river and float paper boats throughout the village. The festival is a tradition of the Dai community, who live in Southern China.

Author's Purpose: _____

Author's Point of View: _____

My Point of View: _____

2. Every person in China should visit the Water Splashing Festival once in their life. The festival is held in April and is one of the most beautiful celebrations in the world. The cherry trees are blooming. The people dress in colorful costumes, and the water splashing events are fun to join. World travelers say that the Water Splashing Festival is their favorite festival in all of China, because the people are welcoming and friendly, and the water is a relief from the hot sun. Clear your calendar and join us for a celebration of the New Year!

Author's Purpose: _____

Author's Point of View: _____

My Point of View: _____

3. Lin hid behind the enormous cherry tree. The tree bloomed with beautiful pink and purple flowers. She thought she would not be spotted behind the branches. She watched the children run around the field with buckets of water and hoses. They were participating in the Water Splashing Festival, a celebration of the New Year in her culture. Lin was safe and dry behind the tree, when her brother Shaun found her. Shaun began to run toward her with his bucket of water. The water was splashing all over his shirt. When Shaun finally got to the tree, he lifted his bucket over Lin's head, and Lin screamed. After a second, Lin realized she was still dry. She looked up at Shaun's bucket. It was empty, but Shaun was soaked.

Author's Purpose: _____

Author's Point of View: _____

My Point of View: _____

Name: _____ Date: _____

1. Students go to school during the week, Monday through Friday. They are expected to listen to their teachers, follow the rules, and try their hardest. Students ask questions about what they are reading and learning. This is how they increase their learning and become smarter. In order to maximize their learning, students also work at home in the evenings and on the weekends. This homework is meant to reinforce what students learned during the week and to extend their learning. In this country, all students attend school five days a week.

Author's Purpose: _____

Author's Point of View: _____

My Point of View: _____

2. When Maria got to the bus stop, she saw the bus pulling away. "Great," she thought. "Now I have to walk all the way to school, and I am definitely going to be late." Maria began walking, when a dog ran up to her and jumped on her. The dog knocked her down and started licking her all over. Maria started laughing. She could not believe what was happening. A dog wearing a tutu had just knocked her over and was now licking her everywhere. All of a sudden, a little girl come running up to get her dog. She was wearing a matching tutu. Maria burst out laughing. "I love that you dressed your dog just like you," she exclaimed. Maria got up and started walking to school. "No one is going to believe me when I tell them this story," she thought to herself.

Author's Purpose: _____

Author's Point of View: _____

My Point of View: _____

3. Students should try their hardest in school. You learn the most when you are participating and thinking. This helps you understand what the teacher is teaching and helps you build on those ideas. You also will grow as a learner and become smarter. Students who don't try in school tend to be bored and not learn as much. These students often disrupt the class or try to prevent other students from learning. This is frustrating for those who actually want to learn and get smarter. In my opinion, every student should try his or her hardest in school every day.

Author's Purpose: _____

Author's Point of View: _____

My Point of View: _____

Name: _____ Date: _____

My Dog Miles

One day, my dog, Miles, decided he had enough of living with our cat, Theo. He packed his doggie biscuits, his favorite toys, and hit the road. Life on the road was not as easy as he had expected. No one fed him, and many people ignored him completely. He was not used to this kind of treatment. After a few hours of hunger and loneliness, Miles decided to come back home. As soon as he walked in the door, we all pounced on him, giving him hugs and his favorite foods. Miles smiled and howled, "There really is no place like home."

Author's Purpose: _____

Author's Point of View: _____

My Point of View: _____

The Dog Pound

There is one thing that drives me crazy, and that is people who pay thousands of dollars for a dog. There are so many wonderful dogs at the dog pound looking for a home. Sure, they may not be beautiful show dogs or full breeds, but you will find some of the most loyal friends. Some people say that mutts (mixed breeds) are actually smarter dogs and easier to train. Some dog pounds quickly run out of room, because there are so many dogs up for adoption. I wish that everyone would take a chance on a lovable hound instead of buying an expensive show dog.

Author's Purpose: _____

Author's Point of View: _____

My Point of View: _____

Dog Vocabulary

Did you know you could teach your dog to understand words? It's true. Here is how: When you want your dog to sit, say the word *sit* multiple times. Also, gently guide the dog to a sitting position. When the dog sits, praise the dog very enthusiastically, and give it a treat. The dog will then remember the word *sit*, what to do, and how happy it makes you. You can teach your dog many words with positive reinforcement using kind words and yummy treats.

Author's Purpose: _____

Author's Point of View: _____

My Point of View: _____

Name: Answer Key p. 1

Assessment: Reading Standards for Informational Text Standard. #6 Distinguish their own point of view from that of the author of a text.

Read the short passage below. Use the skills you have practiced in this unit to identify details to find the author's purpose and the author's point of view for following passages. You can use your highlighter to highlight details that help you in the passage. (Worth 10 points total)

The Best Vacation

The best vacation is a trip to the beach. There is a lot to do at the beach. You can go swimming, build a sandcastle, or maybe even go surfing. The beach is very relaxing. Many people enjoy listening to the sound of the ocean and lying in the sun. When you plan your next vacation, be sure to remember that the beach is your best choice.

1. What is the author's purpose of this text? (1pt) To persuade the reader to take a vacation to the beach.
2. What is the author's point of view in this text? (1pt) The beach is the best choice for a vacation.
3. What is your point of view of the text? Give support to why this is your point of view? (1pt) Student Opinion and support statement
4. Give two details from the text that helped you identify the author's point of view? (2pts) The best vacation is a trip to the beach. Remember the beach is your best choice.

Name: _____

Assessment: Reading Standards for Informational Text Standard. #6 Distinguish their own point of view from that of the author of a text.

Read the short passage below. Use the skills you have practiced in this unit to identify details to find the author's purpose and the author's point of view for following passages. You can use your highlighter to highlight details that help you in the passage. (Worth 10 points total)

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1. What is the author's purpose of this text? (1pt) _____
2. What is the author's point of view in this text? (1pt) _____
3. What is your point of view of the text? Give support to why this is your point of view? (1pt) _____
4. Give two details from the text that helped you identify the author's point of view? (2pts) _____

Answer Key p. 2

Guide to a Clean Room

Here is the perfect system for cleaning your room. First, move all the stuff that does not have a place to the center of the room. Get rid of at least five things that you have not used in the last year. Take out all the trash and put all dirty dishes in the kitchen sink. Now find a place for all the items you put in the center of the room. For any remaining items, see if you can squeeze them in under your bed or stuff them in the back of your closet. See, that was easy!

1. What is the author's purpose of this text? (1pt) To inform the reader of a perfect way to clean his room.
2. What is the author's point of view in this text? (1pt) Cleaning your room can be easy if you follow his system.
3. What is your point of view of the text? Give support to why this is your point of view? (1pt) Student opinion and support statement.
4. Give two details from the text that helped you identify the author's point of view? (2pts) Here is the perfect system for cleaning your room. See, that was easy.

Passages obtained from http://patternbasedwriting.com

Guide to a Clean Room

Here is the perfect system for cleaning your room. First, move all the stuff that does not have a place to the center of the room. Get rid of at least five things that you have not used in the last year. Take out all the trash and put all dirty dishes in the kitchen sink. Now find a place for all the items you put in the center of the room. For any remaining items, see if you can squeeze them in under your bed or stuff them in the back of your closet. See, that was easy!

1. What is the author's purpose of this text? (1pt) _____
2. What is the author's point of view in this text? (1pt) _____
3. What is your point of view of the text? Give support to why this is your point of view? (1pt) _____
4. Give two details from the text that helped you identify the author's point of view? (2pts) _____

Passages obtained from http://patternbasedwriting.com