Comprehension Passages

Out of this World LITERACY

LEXILE

perspective

2 DIGITAL FORMATS!

PERSPECTIVE #2 Name: Date:

READ: Another name for perspective is point of view. Each character may have a different point of view for each event in a story. Readers notice different perspectives to help them better understand the text. Read the passage. Answer the questions and then take the challenge!

The Misadventure

The kayak trip was only a few days away. Marcus could barely wait to get in the water and paddle the day away. All he wanted for his birthday was to go on a kayaking adventure with his 3 best friends. Marcus had begged his parents to let them go. With apprehension, they gave in. They rented 6 kayaks and packed a picnic lunch for the boys and themselves. Marcus wasn't too happy that they were going too, but he didn't complain. That was the only way he was going to get this trip.

The kayakers loaded into their kayaks, grabbed their paddles, and started on their journey. Marcus and his friends had traveled this route before, but they wanted to try a different turn during their adventure.

"Let's try taking a left ahead instead of going straight," Kyle suggested.

"Yea!" Dino agreed. "We can take the faster route and save some time. That way we can have a little extra time to play football on the beach."

Marcus was apprehensive, but agreed. This seemed like a great idea until all the kayak's flipped! Before he could see it, There was a log in the middle of the river and Marcus couldn't get around it quick enough. Marcus and his friends tumbled into the river. They scrambled trying to hold on to their paddles, sunglasses, and hats. Luckily, no one was hurt, but the boys did lose several of their belongings. They were definitely not doing that again!



RESPOND: Answer the following questions after reading. *drag the apples to the correct answers*

1a. What does Marcus think of kayaking?
a. It is not adventurous.
b. It is something he has to do.
c. He loves it.
d. It is boring.

1b. What evidence from the text best supports the answer you chose in 1a?
a. "Marcus could barely wait..."
b. "They rented 6 kayaks and packed a picnic lunch for the boys and themselves"
c. "That was the only way he was going to get this trip"
d. "They scrambled trying to hold on to their paddles..."

2a. What does Dino think of Kyle's suggestion?
a. He does not agree
b. He shoots it down
c. He agrees.
d. He thinks it is unsafe

2b. What evidence from the text best supports the answer you chose in 2a?
a. "Yea! Dino agreed."
b. "This seemed like a great idea..."
c. "Marcus was apprehensive, but agreed."
d. "...not doing that again!"

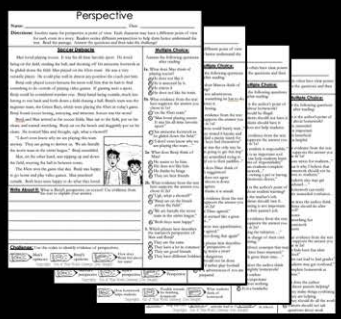
3. Which phrase best describes Marcus' perspective of kayaking down a river?
a. It is dangerous
b. It should not be done
c. He'd rather play football
d. It is adventurous if you are prepared

WRITE: What is Marcus' perspective on taking the faster route? Use evidence from the text to explain your answer. *Type here:*

CHALLENGE: Use the codes to identify evidence of perspectives.
**** drag the colors to words that match in the text.*

blue — Marcus's perspective
red — Kyle's perspective
green — Dino's Perspective

4 TEXTS



PRINTABLE!

Hello There!

I am so excited to be bringing you this set of comprehension passages, where everything you and your students need to practice a specific comprehension skills is on ONE page!

What Is Included:

1. 4 comprehension passages focused on perspective.
2. 4 complete answer keys.
3. 2 Google Drive digital versions (horizontal and vertical)
4. Lexile and F&P Levels

Ideas to Use the Passages:

1. As a mentor text during a whole group lesson on perspective.
2. In a small guided reading group.
3. In a comprehension center.
4. As independent practice after a lesson on perspective.
5. As a homework review.
6. Practice for taking standardized texts.

CLICK THE IMAGE BELOW to see the Mini Units for Mastery!



Thank you so much to these amazing artists, whose work is found in this resource!







GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Soccer Debacle
(Level Q)

The Misadventure
(Level R)

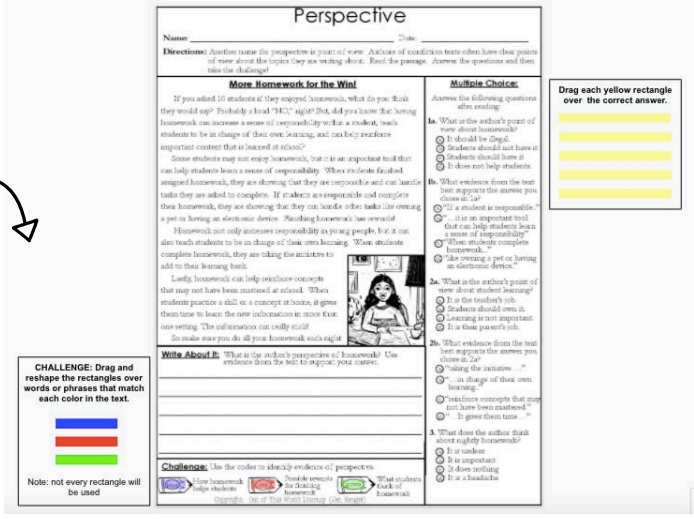
More Homework for the Win
(Level Z)

Go Away Homework!
(Level V)

ANSWER KEYS

DIGITAL VERSION #1

VERTICAL PAGES



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Soccer Debacle
(Level Q)

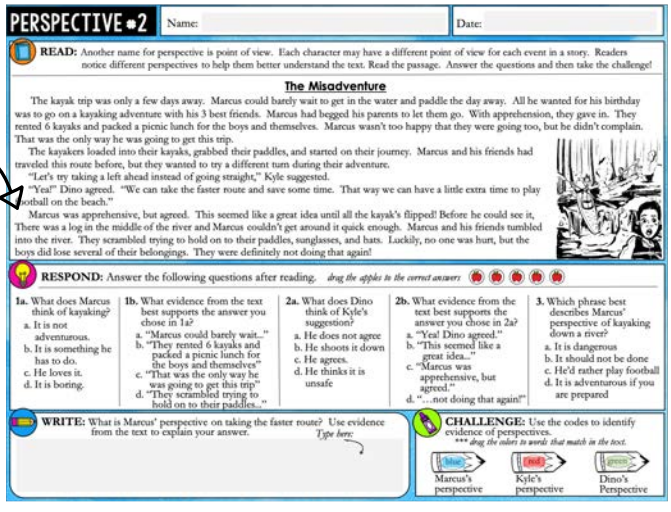
The Misadventure
(Level R)

More Homework for the Win
(Level Z)

Go Away Homework!
(Level V)

ANSWER KEYS

DIGITAL VERSION #2
VERTICAL PAGES



PERSPECTIVE #2 Name: Date:

READ: Another name for perspective is point of view. Each character may have a different point of view for each event in a story. Readers notice different perspectives to help them better understand the text. Read the passage. Answer the questions and then take the challenge!

The Misadventure

The kayak trip was only a few days away. Marcus could barely wait to get in the water and paddle the day away. All he wanted for his birthday was to go on a kayaking adventure with his 3 best friends. Marcus had begged his parents to let them go. With apprehension, they gave in. They rented 6 kayaks and packed a picnic lunch for the boys and themselves. Marcus wasn't too happy that they were going too, but he didn't complain. That was the only way he was going to get this trip.

The kayakers loaded into their kayaks, grabbed their paddles, and started on their journey. Marcus and his friends had traveled this route before, but they wanted to try a different turn during their adventure.

"Let's try taking a left ahead instead of going straight," Kyle suggested.

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Marcus was apprehensive, but agreed. This seemed like a great idea until all the kayak's flipped! Before he could see it, There was a log in the middle of the river and Marcus couldn't get around it quick enough. Marcus and his friends tumbled into the river. They scrambled trying to hold on to their paddles, sunglasses, and hats. Luckily, no one was hurt, but the boys did lose several of their belongings. They were definitely not doing that again!

RESPOND: Answer the following questions after reading. *drag the apples to the correct answers:*

1a. What does Marcus think of kayaking?
a. It is not adventurous.
b. It is something he has to do.
c. He loves it.
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1b. What evidence from the text best supports the answer you chose in 1a?
a. "Marcus could barely wait..."
b. "They rented 6 kayaks and packed a picnic lunch for the boys and themselves"
c. "That was the only way he was going to get this trip"
d. "They scrambled trying to hold on to their paddles..."

2a. What does Dino think of Kyle's suggestion?
a. He does not agree
b. He shoots it down
c. He agrees.
d. He thinks it is unsafe

2b. What evidence from the text best supports the answer you chose in 2a?
a. "Yea! Dino agreed."
b. "This seemed like a great idea..."
c. "Marcus was apprehensive, but agreed."
d. "...not doing that again!"

3. Which phrase best describes Marcus' perspective of kayaking down a river?
a. It is dangerous
b. It should not be done
c. He'd rather play football
d. It is adventurous if you are prepared

WRITE: What is Marcus' perspective on taking the faster route? Use evidence from the text to explain your answer. *Type here:*

CHALLENGE: Use the codes to identify evidence of perspectives. **** drag the colors to words that match in the text.*

Marcus's perspective | Kyle's perspective | Dino's Perspective

Perspective

Name: _____ Date: _____

Directions: Another name for perspective is point of view. Each character may have a different point of view for each event in a story. Readers notice different perspectives to help them better understand the text. Read the passage. Answer the questions and then take the challenge!

Soccer Debacle

Max loved playing soccer. It was his all-time favorite sport. He loved being on the field, stealing the ball, and showing off his awesome footwork as he glided down the field. Max played on the 45ers team. He was a very versatile player. He could play well in almost any position the coach put him.

Benji only played soccer because his mom told him that he had to find something to do outside of playing video games. If gaming were a sport, Benji could be considered number one. Benji hated being outside, much less having to run back and forth down a field chasing a ball. Benji's team was the beginner team, the Green Rays, which were playing the 45ers in today's game. Benji found soccer boring, annoying, and tiresome. Soccer was the worst!

As Benji and Max arrived at the soccer fields, Max ran to the field, put on his cleats, and started stretching. Benji sat on the bench across the field and sluggishly pulled out his cleats.

"I don't even know why we are playing this team anyway. They are going to destroy us. We are literally the worst team in the entire league." Benji mumbled.

Max, on the other hand, was zipping up and down the field, weaving the ball in between cones.

The 45ers won the game that day. Benji was happy to go home and play video games. Max practiced outside. Both boys were happy to do what they loved.



Write About It: What is Benji's perspective on soccer? Use evidence from the text to explain your answer.

_____

_____

_____

_____

_____

Challenge: Use the codes to identify evidence of perspectives.

blue → Max's opinions

red → Benji's opinions

green → How does Benji feel about his team?

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Multiple Choice:

Answer the following questions after reading:

1a. What does Max think of playing soccer?

ⓐ He does not like it
ⓑ He is annoyed by it.
ⓒ He enjoys it
ⓓ He does not like his team.

1b. What evidence from the text best supports the answer you chose in 1a?

ⓐ "on the 45ers team"
ⓑ "Max loved playing soccer. It was his all-time favorite sport."
ⓒ "his awesome footwork as he glided down the field."
ⓓ "I don't even know why we are playing this team…"

2a. What does Benji think of Max?

ⓐ He wants to be him.
ⓑ He does not like him
ⓒ He thinks he brags
ⓓ They are best friends

2b. What evidence from the text best supports the answer you chose in 2a?

ⓐ "Ugh. What a showoff."
ⓑ "Benji sat on the bench [illegible] the field."
ⓒ "We are literally the worst team in the entire league."
ⓓ "Both boys were happy"

3. Which phrase best describes the narrator's perspective of Max and Benji?

ⓐ They are the same
ⓑ They have a lot in common
ⓒ They are good friends
ⓓ They have different hobbies

PASSAGE FOR SPECIFIC SKILL

A/B QUESTIONS

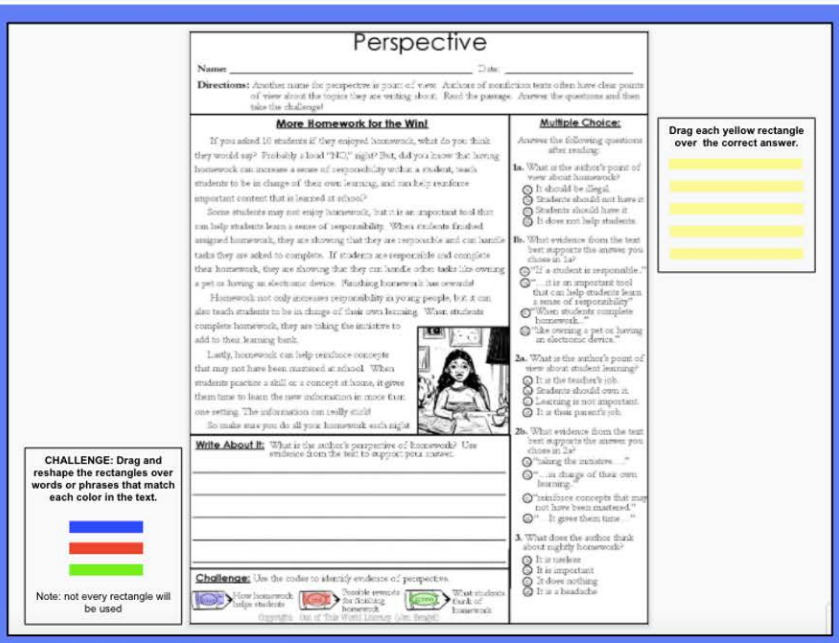
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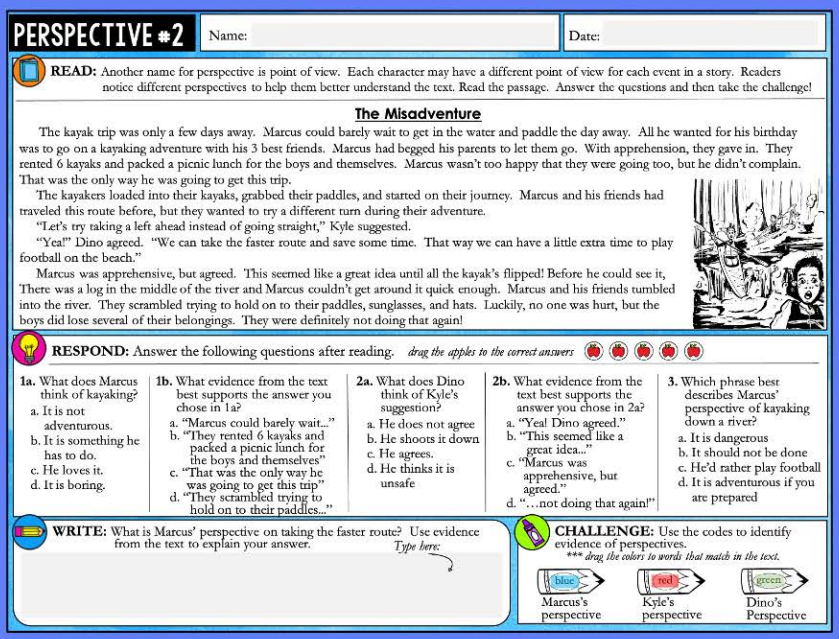
WRITTEN RESPONSE

IDENTIFY EVIDENCE IN THE TEXT

CHOOSE FROM 2 DIGITAL FORMATS!

VERTICAL VERSION





HORIZONTAL VERSION

GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Building Anger (Level Q)

Sand Castle (Level M)

Volcanoes: Dangerous Eruptions (Level Y)

Snake Skins (Level Y)

ANSWER KEYS

DIGITAL VERSION #1
VERTICAL PAGES



GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Building Anger (Level Q)

Sand Castle (Level M)

Volcanoes: Dangerous Eruptions (Level Y)

Snake Skins (Level Y)

ANSWER KEYS

DIGITAL VERSION #2
VERTICAL PAGES



GOOGLE DRIVE READY!

4 ORIGINAL PASSAGES

PROFESSIONALLY LEVELED!

CUSTOM ILLUSTRATIONS

Passages and Reading Levels

Below is a list of titles included in this set of comprehension passages

Passage Title	Word Count	Genre	Comprehension Skill	Lexile Level	F&P Level	Grade Level
Soccer Debacle	245	Fiction	Perspective	730L	Q	4.3
The Misadventure	248	Fiction	Perspective	740L	R	4.4
More Homework for the Win	220	NF	Perspective	1020L	Z	7.6
Go Away Homework!	231	NF	Perspective	860L	V	5.7

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Go Away Homework!	231	NF	Perspective	860L	V	5.7

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The Standards: Grade 2

	Common Core State Standard	TEK Standard
Passage 1: Soccer Debacle	CCSS.ELA-LITERACY.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.7c Use text evidence to support an appropriate response.
Passage 2: The Misadventure	CCSS.ELA-LITERACY.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.7c Use text evidence to support an appropriate response.
Passage 3: More Homework for the Win	CCSS.ELA-LITERACY.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.7c Use text evidence to support an appropriate response.
Passage 4: Go Away Homework!	CCSS.ELA-LITERACY.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.7c Use text evidence to support an appropriate response.

The Standards: Grade 3

	Common Core State Standard	TEK Standard
Passage 1: Soccer Debacle	CCSS.ELA-LITERACY.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.7c Use text evidence to support an appropriate response.
Passage 2: The Misadventure	CCSS.ELA-LITERACY.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.7c Use text evidence to support an appropriate response.
Passage 3: More Homework for the Win	CCSS.ELA-LITERACY.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.7c Use text evidence to support an appropriate response.
Passage 4: Go Away Homework!	CCSS.ELA-LITERACY.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.7c Use text evidence to support an appropriate response.

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The Standards: Grade 4

	Common Core State Standard	TEK Standard
Passage 1: Soccer Debacle	CCSS.ELA-LITERACY.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.7c Use text evidence to support an appropriate response.
Passage 2: The Misadventure	CCSS.ELA-LITERACY.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.7c Use text evidence to support an appropriate response.
Passage 3: More Homework for the Win	CCSS.ELA-LITERACY.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.7c Use text evidence to support an appropriate response.
Passage 4: Go Away Homework!	CCSS.ELA-LITERACY.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.7c Use text evidence to support an appropriate response.

The Standards: Grade 5

	Common Core State Standard	TEK Standard
Passage 1: Soccer Debacle	CCSS.ELA-LITERACY.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	5.7c Use text evidence to support an appropriate response.
Passage 2: The Misadventure	CCSS.ELA-LITERACY.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	5.7c Use text evidence to support an appropriate response.
Passage 3: More Homework for the Win	CCSS.ELA-LITERACY.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	5.7c Use text evidence to support an appropriate response.
Passage 4: Go Away Homework!	CCSS.ELA-LITERACY.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	5.7c Use text evidence to support an appropriate response.

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The Standards: Grade 6

	Common Core State Standard	TEK Standard
Passage 1: Soccer Debacle	CCSS.ELA-LITERACY.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.6c Use text evidence to support an appropriate response.
Passage 2: The Misadventure	CCSS.ELA-LITERACY.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.6c Use text evidence to support an appropriate response.
Passage 3: More Homework for the Win	CCSS.ELA-LITERACY.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.6c Use text evidence to support an appropriate response.
Passage 4: Go Away Homework!	CCSS.ELA-LITERACY.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.6c Use text evidence to support an appropriate response.

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PERSPECTIVE #1

Name:

Date:

READ: Another name for perspective is point of view. Each character may have a different point of view for each event in a story. Readers notice different perspectives to help th… better understand the text. Read the passage. Answer the questions and then take the challenge!

Soccer Debacle

Max loved playing soccer. It was his all-time f…orit… spo… He loved being on the field, stealing the ball, and showing off his awesome footwork as he glided down the field. Max played on the 45ers team… very versatile player. He could play well in almost any position the coach put him.

Benji only played soccer because his mom told him that he had to find something to do outside of playing video games. If gaming were a sport, Benji could be considered number one. Benji hated being o… less having to run back and forth down a field chasing a ball. Benji's team was the beginner team, the G…ays, which were playing the 45ers in today's game. Benji found soccer boring, annoying, and tiresome. Soccer was the worst!



Benji and Max arrived at the soccer fields. Max ran …e fie… ut on his cleats, and started stretching. Benji sat on the bench and sluggishly put on his cleats. He noticed M… nd thoug… ugh, what a showoff!

"I don't even know why we are playing this team a… ay. Th… are going to destroy us. We are literally the worst team in the entire league." Benji mumbled.

Max, on the other hand, was zipping up and down the field, weaving the ball in between cones.

The 45ers won the game that day. Benji was happy to go… d play video games. Max practiced outside. Both boys were happy to do what they loved.

RESPOND: Answer the following questions a… .

1a. What does Max think of playing soccer?
a. He does not like it
b. He is annoyed by it.
c. He enjoys it
d. He does not like his team.

1b. What evidence from the te… best supports the answer yo… chose in 1a?
a. "on the 45ers team"
b. "Max loved playing soccer. It… was his all-time favorite spo…"
c. "his awesome footwork as he glided down the field."
d. "I don't even know why we are playing this team…"

2a. What does Benji …nk of Max?
a. He wants to be him.
b. …does not like h…
c. He …inks he brags
d. T… are best …ends

2b. What evidence from the text best supports the answer you chose in 2a?
a. "Ugh, what a showoff"
b. "Benji sat on the bench across the field."
c. "We are literally the worst team in the entire league."
d. "Both boys were happy"

3. Which phrase best describes the narrator's perspective of Max and Benji?
a. They are the same
b. They have a lot in common
c. They are good friends
d. They have different hobbies

WRITE: What is Benji's perspective on soccer? Use evider… the text to explain your answer.

CHALLENGE: Use the codes to identify evidence of perspectives.

blue — Max's opinions

red — Benji's opinions

green — How does Benji feel about his team?

sample

Perspective

Name: Answer Key **Date:** _____

Directions: Another name for perspective is point of view. Each character may have a different point of view for each event in a story. Readers notice different perspectives to help them better understand the text. Read the passage. Answer the questions and then take the challenge!

Soccer Debacle

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"I don't even know why we are playing this team anyway. They are going to destroy us. We are literally the worst team in the entire league." Benji mumbled.

Max, on the other hand, was zipping up and down the field, weaving the ball in between cones.

The 45ers won the game that day. Benji was happy to go home and play video games. Max practiced outside. Both boys were happy to do what they loved.



Write About It: What is Benji's perspective on soccer? Use evidence from the text to explain your answer.

Benji did not like soccer. In the story it said, "Benji hated being outside, much less having to run back and forth down a field chasing a ball."

Challenge: Use the codes to identify evidence of perspectives.

- blue: Max's opinions
- red: Benji's opinions
- green: How does Benji feel about his team?

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Multiple Choice:

Answer the following questions after reading:

1a. What does Max think of playing soccer?
- (a) He does not like it
- (b) He is annoyed by it.
- (c) He enjoys it
- (d) He does not like his team.

1b. What evidence from the text best supports the answer you chose in 1a?
- (a) "on the 45ers team"
- (b) "Max loved playing soccer. It was his all-time favorite sport."
- (c) "his awesome footwork as he glided down the field."
- (d) "I don't even know why we are playing this team…"

2a. What does Benji think of Max?
- (a) He wants to be him.
- (b) He does not like him
- (c) He thinks he brags
- (d) They are best friends

2b. What evidence from the text best supports the answer you chose in 2a?
- (a) "Ugh. What a showoff"
- (b) "Benji sat on the bench across the field."
- (c) "We are literally the worst team in the entire league."
- (d) "Both boys were happy"

3. Which phrase best describes the narrator's perspective of Max and Benji?
- (a) They are the same
- (b) They have a lot in common
- (c) They are good friends
- (d) They have different hobbies

Perspective

Name: Answer Key Date: _____

Directions: Another name for perspective is point of view. Each character may have a different point of view for each event in a story. Readers notice different perspectives to help them better understand the text. Read the passage. Answer the questions and then take the challenge!

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The kayakers loaded into their kayaks, grabbed their paddles, and started on their journey. Marcus and his friends had traveled this route before, but they wanted to try a different turn during their adventure.

"Let's try taking a left ahead instead of going straight," Kyle suggested.

"Yea!" Dino agreed. "We can take the faster route and save some time. That way we can have a little extra time to play football on the beach."

Marcus was apprehensive, but agreed. This seemed like a great idea until all the kayak's flipped! Before he could see it, There was a log in the middle of the river and Marcus couldn't get around it quick enough. Marcus and his friends tumbled into the river. They scrambled trying to hold on to their paddles, sunglasses, and hats. Luckily, no one was hurt, but the boys did lose several of their belongings. They were definitely not doing that again!



Write About It: What is Marcus' perspective on taking the faster route? Use evidence from the text to explain your answer.

Marcus did not think it was a good idea. In the story it said he was apprehensive. But, he did agree.

Challenge: Use the codes to identify evidence of perspectives.

blue Marcus's perspective | red Kyle's perspective | green Dino's Perspective

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Multiple Choice:

Answer the following questions after reading:

1a. What does Marcus think of kayaking?
- (a.) It is not adventurous.
- (b.) It is something he has to do.
- (c.) He loves it.
- (d.) It is boring.

1b. What evidence from the text best supports the answer you chose in 1a?
- (a.) "Marcus could barely wait..."
- (b.) "They rented 6 kayaks and packed a picnic lunch for the boys and themselves"
- (c.) "That was the only way he was going to get this trip"
- (d.) "They scrambled trying to hold on to their paddles..."

2a. What does Dino think of Kyle's suggestion?
- (a.) He does not agree
- (b.) He shoots it down
- (c.) He agrees.
- (d.) He thinks it is unsafe

2b. What evidence from the text best supports the answer you chose in 2a?
- (a.) "Yea! Dino agreed."
- (b.) "This seemed like a great idea..."
- (c.) "Marcus was apprehensive, but agreed."
- (d.) "...not doing that again!"

3. Which phrase best describes Marcus' perspective of kayaking down a river?
- (a.) It is dangerous
- (b.) It should not be done
- (c.) He'd rather play football
- (d.) It is adventurous if you are prepared

Perspective

Name: Answer Key Date: _____

Directions: Another name for perspective is point of view. Authors of nonfiction texts often have clear points of view about the topics they are writing about. Read the passage. Answer the questions and then take the challenge!

More Homework for the Win!

If you asked 10 students if they enjoyed homework, what do you think they would say? Probably a loud "NO," right? But, did you know that having homework can increase a sense of responsibility within a student, teach students to be in charge of their own learning, and can help reinforce important content that is learned at school?

Some students may not enjoy homework, but it is an important tool that can help students learn a sense of responsibility. When students finished assigned homework, they are showing that they are responsible and can handle tasks they are asked to complete. If students are responsible and complete their homework, they are showing that they can handle other tasks like owning a pet or having an electronic device. Finishing homework has rewards!

Homework not only increases responsibility in young people, but it can also teach students to be in charge of their own learning. When students complete homework, they are taking the initiative to add to their learning bank.

Lastly, homework can help reinforce concepts that may not have been mastered at school. When students practice a skill or a concept at home, it gives them time to learn the new information in more than one setting. The information can really stick!

So make sure you do all your homework each night!



Write About It: What is the author's perspective of homework? Use evidence from the text to support your answer.

The author believes that students should have homework. The author says that homework is an important tool that will help students increase their responsibilty and take charge of their learning.

Challenge: Use the codes to identify evidence of perspective.

- blue: How homework helps students
- red: Possible rewards for finishing homework
- green: What students think of homework

Multiple Choice:

Answer the following questions after reading:

1a. What is the author's point of view about homework?
- (a.) It should be illegal.
- (b.) Students should not have it
- (c.) Students should have it
- (d.) It does not help students.

1b. What evidence from the text best supports the answer you chose in 1a?
- (a.) "If a student is responsible.."
- (b.) "…it is an important tool that can help students learn a sense of responsibility"
- (c.) "When students complete homework..."
- (d.) "like owning a pet or having an electronic device."

2a. What is the author's point of view about student learning?
- (a.) It is the teacher's job.
- (b.) Students should own it.
- (c.) Learning is not important.
- (d.) It is their parent's job.

2b. What evidence from the text best supports the answer you chose in 2a?
- (a.) "taking the initiative…."
- (b.) "…in charge of their own learning.."
- (c.) "reinforce concepts that may not have been mastered."
- (d.) "…It gives them time…"

3. What does the author think about nightly homework?
- (a.) It is useless
- (b.) It is important
- (c.) It does nothing
- (d.) It is a headache

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Perspective

Name: Answer Key Date: _____

Directions: Another name for perspective is point of view. Authors of nonfiction texts often have clear points of view about the topics they are writing about. Read the passage. Answer the questions and then take the challenge!

Go Away Homework!

Did you know that students spend one third of the day at school? Even more interesting, students at a high school level can spend close to 11 hours doing school work?! That's a lot of school. Students should have a break from academic learning and that is why I believe homework should not be given to students. Homework can cause confusion, more stress for students, and can create a negative idea of learning and school.

Students are in an academic learning environment for 8 hours. This is a lot of time for students to grow as learners. Some students don't learn material as fast as others. This can be stressful for a student trying to complete homework at home.

Students also may get confused when a parent is trying to help them, because their parent is showing them a different way than their teacher did. Homework can easily create unneeded confusion and stress for students.

When students are constantly having to work on school stuff, they may start to have a negative attitude towards school and learning. This can lead to bad grades and even students dropping out of school. Students can get tired of all the things they are required to complete outside of t heir time in the classroom. When this happens, students can give up on school.

I say no to homework. Let kids have fun after school.



Write About It: What is the author's perspective of homework? Use evidence from the text to support your answer.

The author thinks students should have a break from academics and that is why they should not have homework. The author thinks students might get confused if parents try to help.

Challenge: Use the codes to identify evidence of perspective.

blue — How parent help can hurt

red — What can a negative attitude lead to ?

green — How long students are in school

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Multiple Choice:

Answer the following questions after reading:

1a. What is the author's point of view about homework?

- (a.) It is unneeded
- (b.) It is important
- (c.) It is beneficial
- (d.) It is helpful

1b. What evidence from the text best supports the answer you chose in 1a?

- (a.) "more stress for students..."
- (b.) "that is why I believe that homework should not be given to students."
- (c.) "Students also may get confused...."
- (d.) "Homework can easily create unneeded confusion...

2a. What does the author think students should do after school?

- (a.) Chores
- (b.) Something fun
- (c.) Homework
- (d.) Sports

2b. What evidence from the text best supports the answer you chose in 2a?

- (a.) "Let kids have fun after school"
- (b.) "This can lead to bad grades"
- (c.) "Students may get confused."
- (d.) "complete homework at home."

3. What does the author think about parents helping?

- (a.) They make things confusing
- (b.) They are helping
- (c.) They should do all the work
- (d.) Parents should not ask questions about work