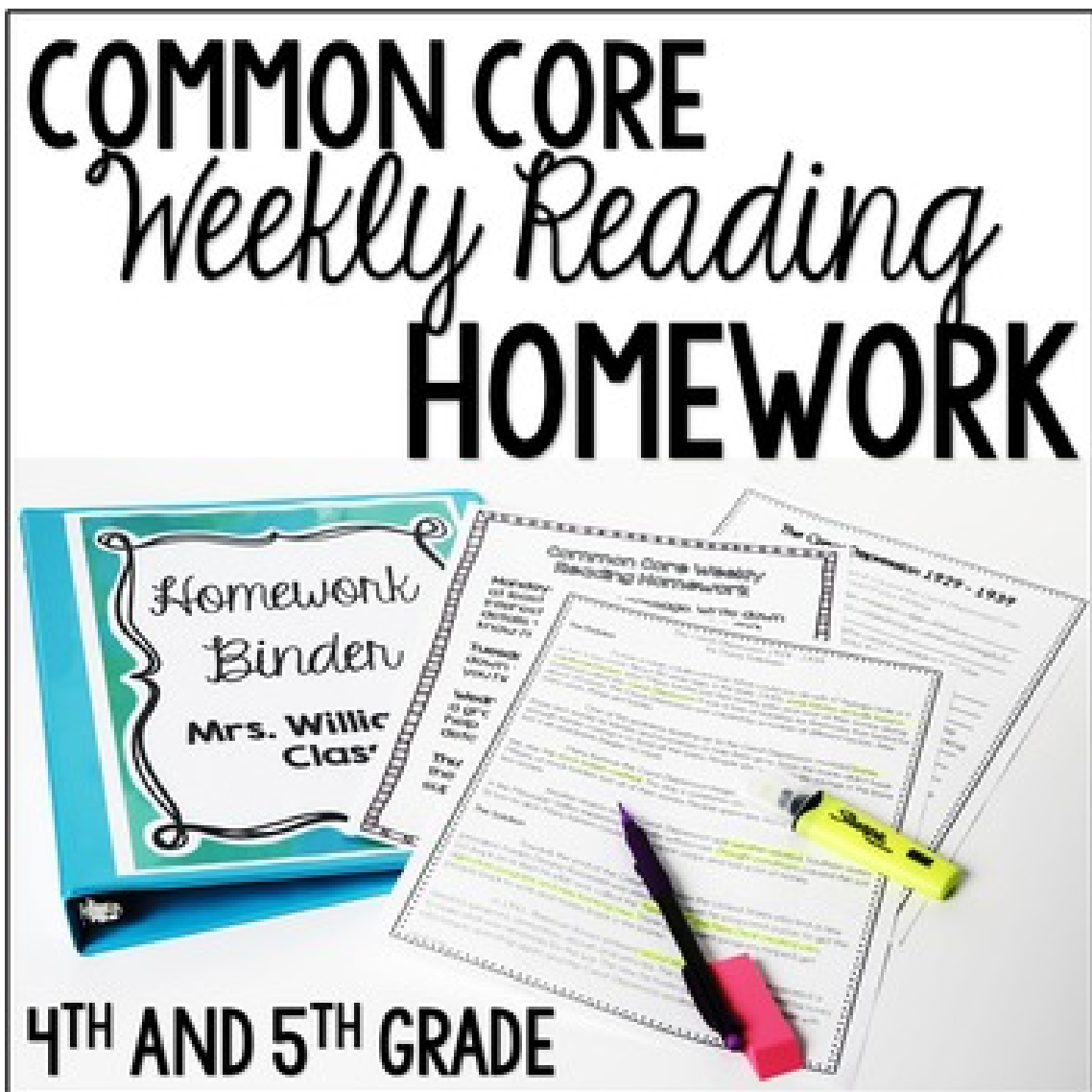


ABOUT THIS SAMPLE

This sample is a complete week from my Point of View/Multiple Accounts Weekly Reading Homework Set for grades 4-5.

To see the entire Point of View/Multiple Accounts set click [here](#).

To see the bundle of my entire Weekly Reading Homework Sets (36 weeks in all), click [here](#) or on the image shown.



NOTE TO THE TEACHER

This resource is meant to be a weekly review of the Common Core reading informational and literature standards of point of view and multiple accounts of a topic or event. This can be used for homework, morning work, or classwork and would be perfect to use during a Point of View Unit or after the unit for reinforcement.

This resource contains 4 passages written on a 4th/5th grade reading level. Each passage is split into two different points of view on the same topic or event. One passage is meant to be used for an entire week with a different assignment each day with the same passage. The students will have to revisit the passage each day to complete the daily assignment. This will support a deeper understanding of the text and provide the student with practice with close reading of a text.

I have included two options for the daily assignments (on pages 5-6) for you to choose from to use based on your students' needs. I have also included a blank directions page if you want to write in your own directions for the daily assignments (page 7).

Print the directions you want to use and the passage and questions for the week. Give the students the handout (page 9) to record their homework on or a blank piece of notebook paper. A journal or notebook could also be used.

For each option, Monday through Wednesday are general open ended responses to the text and Thursday is a set of comprehension questions specific to each story. The open ended response deal with analyzing and comparing and contrasting the different points of view. The comprehension questions are text dependent questions that explore the specific point of view of the texts and how they influence the information being described.

An answer key with suggested answers is included for the Thursday comprehension questions.

STUDENT DIRECTIONS: TWO VERSIONS

COMMON CORE WEEKLY READING HOMEWORK

Monday: Read both point of view paragraphs. Summarize the key ideas from each paragraph. What is the topic or event being described?

Tuesday: Reread both paragraphs. Describe the person telling about the topic or event for each point of view. How do they feel about the event or the topic of the text? How does this affect how the topic or event is being described?

Wednesday: Reread both paragraphs. What is similar and different about how the information is presented in both texts?

Thursday: Answer the questions about the text. Use evidence from the text to support your thinking.

COMMON CORE WEEKLY READING HOMEWORK

Monday: Read both point of view paragraphs. Write down any key differences you notice about the two texts. Are the texts firsthand or secondhand accounts? Do the speakers of both share the same point of views? Is it written in 1st or 3rd point of view?

Tuesday: Reread both paragraphs. Describe the speaker's attitude toward the topic or event being described. Provide evidence from the texts to support your answer.

Wednesday: Reread both paragraphs. What is similar and different about how the information is presented in both texts? How do the differences affect how each text is written?

Thursday: Answer the questions about the text. Use evidence from the text to support your thinking.

COMMON CORE WEEKLY READING HOMEWORK

MONDAY:

TUESDAY:

WEDNESDAY:

THURSDAY:

OPTIONAL STUDENT HANDOUT

COMMON CORE WEEKLY READING HOMEWORK

Record your written responses under the correct day.

Monday:

Tuesday:

Wednesday:

**WEEK 1 WITH THURSDAY
COMPREHENSION
QUESTIONS**

SCHOOL UNIFORMS

Week 1

Text 1:

I personally believe school uniforms should be required by all schools. Elementary, middle, and high school students can be mean and judgmental when it comes to clothing. Many kids spend the day thinking more about their appearance than what they are learning. I know that my friends and I often discuss clothing more than what we are learning in the classroom. When all students dress the same, bullying and teasing will decrease. Students can focus more on academics when they aren't worried about wearing or not wearing the latest fashions. When uniforms are required, school principals and teachers face fewer behavior problems connected to dress code violations. Uniforms can also boost school spirit and pride when worn with honor by all students. I believe that if the idea of school uniforms is presented with the right attitude, all students will be able to see that uniforms are beneficial.

Text 2:

School uniforms should not be required by all schools. Children and teens express themselves through the clothing they wear. So many things in children's lives are picked for them, such as what school to go to, what classes to take, what books to read or even sometimes what sports to play. Kids need the freedom to choose what to wear. Students who all dress the same lose any feelings of uniqueness, causing them to feel like unimportant members of a large group. Also, some uniforms can be quite uncomfortable. This may cause students to focus on their discomfort instead of classroom lessons. Uniforms can also be more expensive to families who now have to buy clothes for school, after school and weekends. It is easy to see why school uniforms are a terrible idea.

SCHOOL UNIFORMS

Week 1

1. Which text has a negative view of school uniforms? Support your answer with specific evidence from the text.

2. Through what point of view is the first text told? How does this affect how the topic is described?

3. Which words from the following sentence from Text 2 best illustrate that school uniforms are not beneficial to students?

Students who all dress the same lose any feelings of individuality, causing them to feel like unimportant members of a large group.

4. Which text includes personal opinions and thoughts by the speaker?

SCHOOL UNIFORMS

ANSWER KEY

Suggested Answers

1. Text 2 has a negative viewpoint on all students being required to wear school uniforms. Accept any evidence from the paragraph that supports this answer.

2. Text 1 is told from 1st person point of view. This affects how the story is told because it includes the speaker's personal feelings and personal experiences.

3. These words illustrate that uniforms are not beneficial: lose any feeling of individuality, feel like unimportant members

4. Text 1 includes personal opinions and thoughts because it is told in the 1st person point of view. Accept any evidence that supports this answer.

This resource was created by Jennifer Findley. It may be printed and photocopied for single classroom use. It may not be put on the Internet, sold, or distributed in any form. Check out my store for more resources that are common core aligned.



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Thanks!
Jennifer Findley



KPM Doodles

