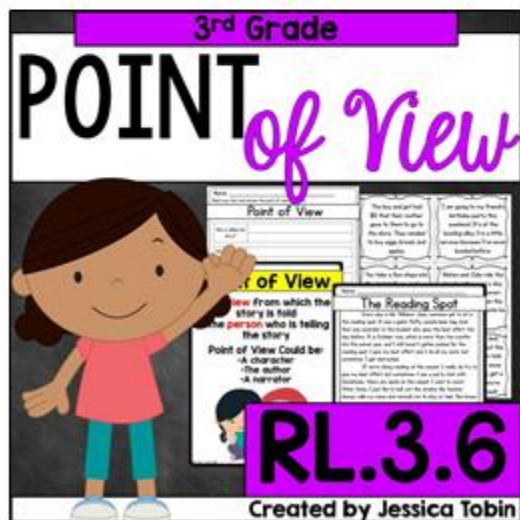


RL.3.6

This ELA unit provides resources to use while teaching the standard **RL.3.6**, which states that students will be able to **"Distinguish their own point of view from that of the narrator or those of the characters."**



Using This Unit

Let's look at the structure of this unit.

Lessons

- There are 3 mini lessons in this unit. Each mini lesson will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for your reading block. I suggest at least 10-15 minutes for your daily lesson, then 15-20 minutes+ for practice time. Putting your mini lessons together may take between one to two weeks.

Graphic Organizers

- These can be used throughout the unit as you see fit. You can use them with your lessons if you need more or use them within your independent reading time.

Reading Passages

- These can be used throughout the unit as you see fit, too. They can be used during partner reading time, independent reading time, or a continuation of a mini lesson you think they need more time with.

Task Cards & Interactive Notebook Pieces

- Use each of these resources as you see fit. If you do centers or hands-on learning time, include these pieces within the centers for extended practice.

Assessment

- There is one 3-page assessment included at the end of this unit. When you're finished teaching your two week unit, use this assessment with your students. Answer key is included.

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Mini Lessons

There are three mini lessons within this unit. They may take between 5 to 10 days to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities.

3rd Grade Reading: Literature Lesson

RL.3.6- Lesson 1

I can distinguish my point of view from narrator's or the character's.

Distinguish their own point of view from that of the narrator or those of the characters.

Mini-Lesson Focus: Reviewing Point of View

Activities to Teach:

Step 1: Teachers will create an anchor chart about point of view or display the mini poster given. Students and teachers will discuss point of view. Then, teachers will introduce the first, second, and third person anchor charts and discuss the differences.

Step 2: Teacher will read aloud a few sentences from a story. Students will need to work with a partner to determine if the person, first, second, or third person. The reason why.

Step 3: Students will complete a few sentences about first, second, and third person. They will think of the qualities of each point of view, then write two sentences found within that type of story.

Point of View

-The view from which the story is told
-The person who is telling the story

Point of View Could be:

- A character
- The author
- A narrator

First Person

This is one type of Point of View.

When the story is told by one of the characters.

Today, I saw my mom.

Words Used: I, me, my

Second Person

This is one type of Point of View.

When the author is talking to the person reading the story.

Today, you saw your mom.

Words Used: you, your

Third Person

This is one type of Point of View.

When the story is being told by the narrator, who is a person outside of the story.

Today, she saw her mom.

Words Used: he, she

First Person

Second Person

Third

Point of View Task Cards

Task Card #1: The boy and girl had \$2 that their mother gave to them to go to the store. They needed to buy eggs, bread, and apples.

Task Card #2: I am going to my friend's birthday party this weekend. It's a little nervous because I've never been before.

Task Card #3: You take a few steps into the dark hallway, and you take a peek around. You don't see anyone.

Task Card #4: Mateo and Julia ride the bus together every day. This morning, however, Mateo didn't get on the bus as they pulled onto the street.

Writing Point of View

Write a quote that might be found in each type of story. Remember, you write for each point of view.

First Person: _____

Second Person: _____

3rd Grade Reading: Literature Lesson

RL.3.6- Lesson 2

I can distinguish my point of view from the narrator's or the character's.

Distinguish their own point of view from that of the narrator or those of the characters.

Mini-Lesson Focus: Different Points of View

Activities to Teach:

Step 1: Teacher will read a traditional Cinderella story, then "Seriously, Cinderella is SO Annoying!" Teacher and students will discuss differences between characters' feelings and thoughts. (SO Annoying!)

Step 2: Students will read a traditional Cinderella story, then "Seriously, Cinderella is SO Annoying!" Teacher and students will discuss differences between characters' feelings and thoughts. (SO Annoying!)

Comparison Stories

Suggested Paired Read-Alouds:

Goldilocks and the Three Bears	Goldilocks and the Three Bears
The Three Pigs	The True Story of the Three Little Pigs
Little Red Riding Hood	Honestly, Red Riding Hood was Rotten
Cinderella	Seriously, Cinderella is SO Annoying!
The Little Red Hen	The Little Red Hen

Point of View

Back or Passage Title: _____

Then Opinion: _____

My Opinion: _____

Different Points of View

1. Who is talking in the traditional story?

2. How do they feel about the main character?

Composting? Ew!

My mom gathered up all of my old apple peels, and then asked me to compost the pile. She must be crazy. She has compost pile completely grosses me out. I don't want to be around it. I believe it is what's best for our environment, but Mom insists all of our old food go into the compost pile. I always feel like I am the only one who really thinks compost piles are gross. My sister always argues with me and says it's part of nature, but I think she is gross with a bunch of crazy people. There is no fruit peels and uneaten food can actually be helpful, right?

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Extra Resources

You're also provided with **passages** that will help guide instruction, as well as **graphic organizers**, **task cards**, and **interactive notebook templates** to use with any read-aloud or independent practice text.

Task Cards for Any Text

Instructional Passages

Task Card 1
Jill and Will are twins. Their mom told them that when

Task Card 2
When you're at the beach, you should always pay attention to when you put sunscreen. You should put on sunscreen every eighty minutes.

Task Card 5

Task Card 6
I haven't seen my Grandma and Grandpa in three

Task Card 10
What is the narrator's point of view?

Task Card 7
My teacher gave us double homework tonight. We had a snow day yesterday because it snowed three inches. Now, we have to do two nights of homework. This is going to take forever!

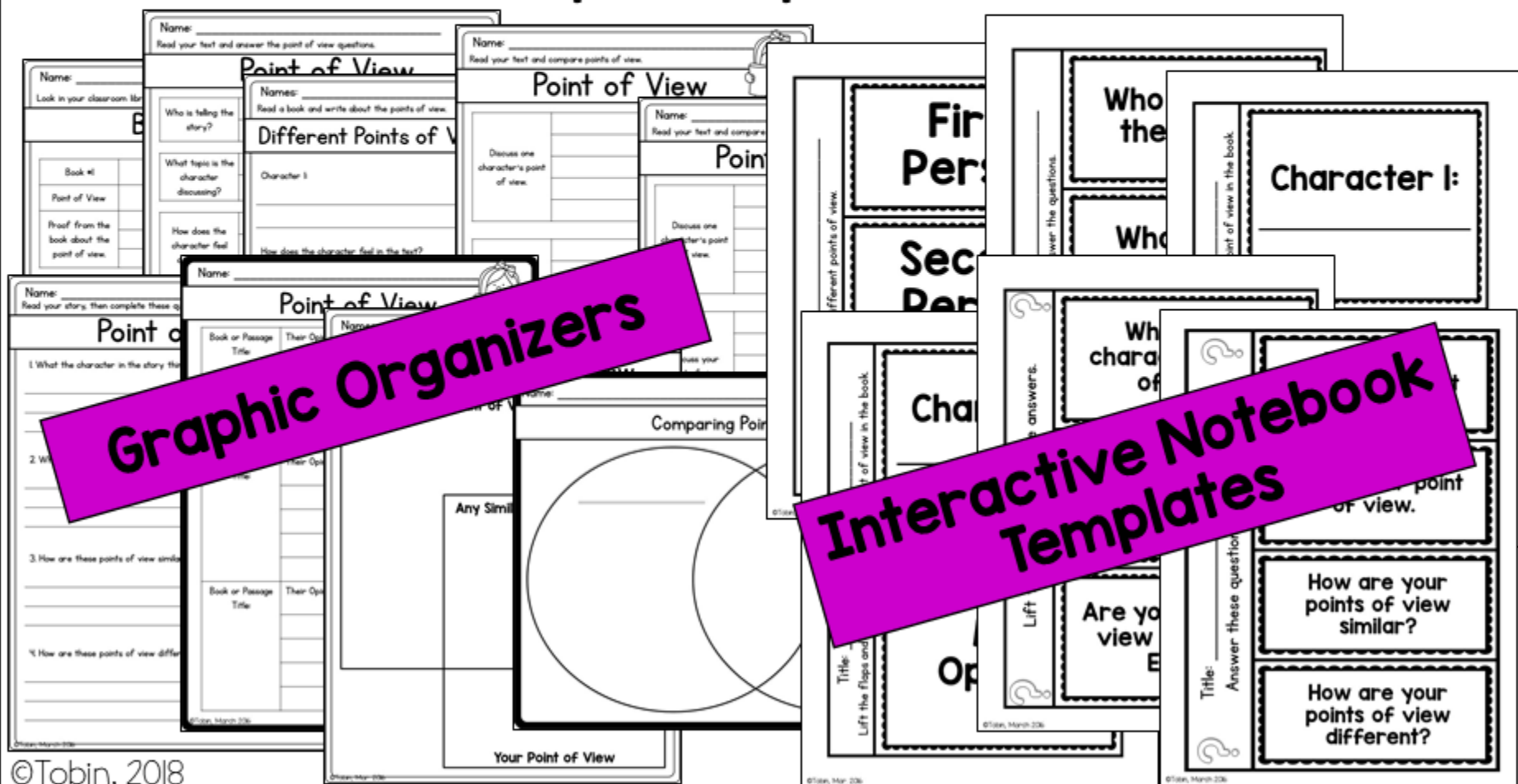
Task Card 11
How are your points of view different?

Task Card 12
How are your points of view similar?

Passage Snippets:
The Reading Spots
King Hampton
Can't Sleep
Chores
Getting Out
My New Brother
The Zoo's Lab
Art Class

Extra Resources

You're also provided with **passages** that will help guide instruction, as well as **graphic organizers**, **task cards**, and **interactive notebook templates** to use with any read-aloud or independent practice text.



Digital Additions

Two pieces of this reading unit have been converted into digital options. The passages and graphic organizers now come in Google Slides.

What you need:


- A Google Classroom account



What to do:

- Open document using links below.
- Click "make a copy". This will be your master copy.
- Make another copy to share with your students. Get the shareable link using the 'Share' button in the top right corner.

Options for sharing:

- Copy the *specific slide* you need and share it with your students.
- Share the *entire presentation* for them to fill out by a certain date or for use when they are reading independently.
- Create a folder for your students to access whichever ones they want/need.

Comparing Points of View	
Character 1:	Character 2:
Point of View:	Point of View:
	
How are the stories similar?	

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The Reading Spot

Every day in Ms. Williams' class, someone got to sit in the reading spot. It was a giant, fluffy, purple bean bag chair that was awarded to the student who gave the best effort the day before. It is October now, which is more than two months into the school year and I still haven't gotten picked for the reading spot. I give my best effort and I do all my work, but sometimes I get distracted.

If we're doing reading at the carpet, I have to give my absolute best effort, but sometimes I see a cat or something and I get distracted. I don't want to lose my name from the chart.

I count. Other times, I think about something else and it reminds me to stay focused. I sit in the reading spot every day, but I don't always get to sit there. Sometimes I have to wait time to time. Thankful for the reading spot, I tell myself about it.

Today, I was determined to give my absolute best effort. During all of our reading and writing time, I focused on my work and completed all the assignments. At the end of the day, I was so happy to hear my teacher call my name for tomorrow's turn at the reading spot.

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Assessment

The unit is wrapped up with a summative assessment. Within this assessment, the students are asked a few questions about the standard itself. Then, they are asked to perform tasks aligned with that standard. There are two short texts, one with multiple choice texts and one with short answer.

Michelle and her brother were on summer break from school. Each day, they awoke to find a new job written on the refrigerator that their mom wanted them to do. The very first job that they had for today was to work in the garden. Scott, Michelle's brother, complained the entire time they were in that garden. He listed a ton of things that were making him irritated, from being too hot all the way to getting dirty. Michelle felt differently from Scott. She was filled with pride that her mother would trust her to tend to her flowers. While Scott pouted and complained, Michelle watered the flowers, raked the leaves, and pulled some weeds. Scott huffed and puffed and finally declared he had had enough. Michelle stayed in the peaceful garden.

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My class was studying pollution in science class this week. My class partner and I got into a debate about pollution. He said that he didn't think that people could do anything to fix pollution in the world, but I knew that he was wrong. While we were researching about this, I tried to show him facts about all the ways that we can help stop pollution in the world. He didn't believe the facts that we were reading to him. It was very frustrating since I was right in front of our eyes. The more I read about it, the more I knew we needed to fix this.

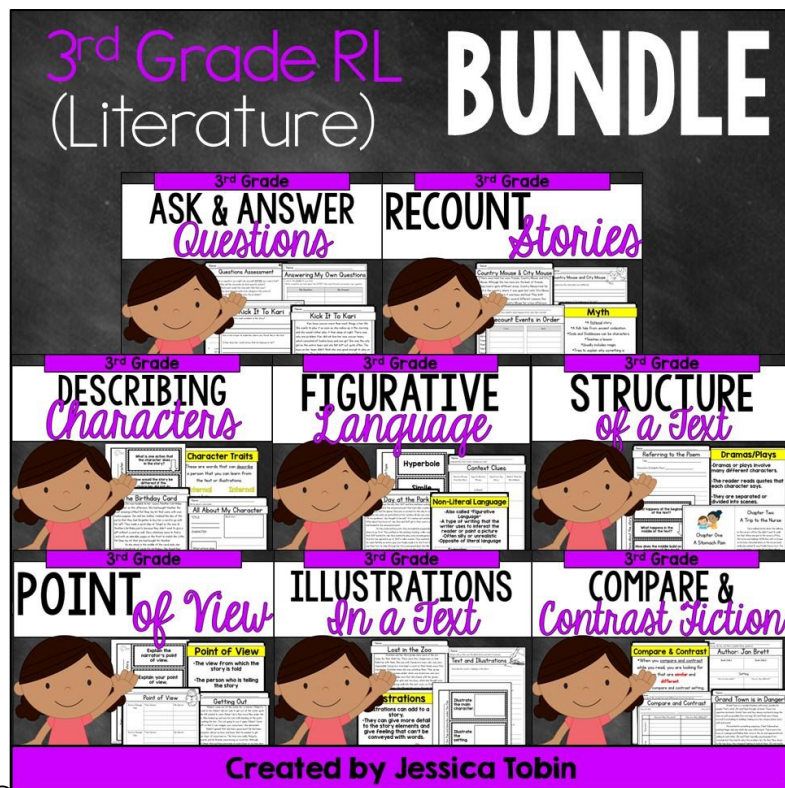
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Key Provided for Assessment

Bundle Opportunities

If this layout looks ideal for your classroom, and you know you'll be needing resources like this for **all** standards included in Common Core, check out the bundles that save you money!

Literature Domain



3rd Grade RL BUNDLE (Literature)

This bundle includes 10 resources for 3rd Grade Reading Literature (RL):

- ASK & ANSWER Questions
- RECOUNT Stories
- DESCRIBING Characters
- FIGURATIVE Language
- STRUCTURE of a Text
- POINT of View
- ILLUSTRATIONS In a Text
- COMPARE & Contrast Fiction

Created by Jessica Tobin

-or-

All 6 ELA Domains



ALL-YEAR ELA 3rd Grade

This bundle includes 6 resources for 3rd Grade ELA:

- 3rd Grade SPEAKING & Listening
- 3rd Grade RI (Informational) BUNDLE
- 3rd Grade L (Language) BUNDLE
- 3rd Grade Common Core WRITING BUNDLE
- 3rd Grade RF (Foundational Skills) BUNDLE
- 3rd Grade RL (Literature) BUNDLE

Created by Jessica Tobin