

# Point of View

The image displays two educational worksheets for a lesson on Point of View. The background features a variety of colorful school supplies: a set of 24 Crayola colored pencils in a fan-like arrangement, two individual crayons (one yellow and one purple), and a portion of a spiral-bound notebook with a green cover.

The first worksheet, titled "Lightning Strikes...Again", is orange and includes a cartoon illustration of four children. It contains a reading passage about a band and a section for identifying points of view.

The second worksheet, titled "Text Hunt", is light blue and provides a structured space for students to identify points of view in three different fiction texts.

**Worksheet 1: Lightning Strikes...Again**

Name: \_\_\_\_\_

**Lightning Strikes...Again**

Drake, Dana, Sydney and Joey had been playing in a band together for almost three years. The idea for the band had formed when Dana and Drake's parents bought them each an instrument for their birthday: a drum kit for Dana and a bass guitar for Drake. The twins had been begging for instruments all year long and were ecstatic to play them.

They met Sydney in their introduction to music class, where people came together to learn to read sheet music. Sydney was learning to play the keyboard, and they were pleasantly surprised to discover that he also had an incredible singing voice. Joey was Sydney's cousin, who played the electric guitar and was looking for some friends to play music with. So, the four amateur musicians began playing together every weekend.

After some time, what had started as loud, unappealing noise coming from the twins' garage turned into a fully-functioning, talented, entertaining band. *Lightning Strikes*. They all had improved as musicians and as teammates. The four band members knew how to work together, what was important, and how to have fun.

They signed up to play in a "Battle of the Bands" at a local music venue and practiced every day for months. Only a few weeks before the show, on a Saturday afternoon, Joey walked into the garage, shoulders hunched and brow furrowed. "What's wrong, Joey?" Sydney asked. Dana and Drake approached the pair and they all sat down in their usual bean bag chairs.

"I don't know how to tell you this," Joey said, lips trembling. "I'm moving," a long pause filled the garage with silence. "I can't be in the band anymore." Joey went on to explain to the group how his parents had told him the night before that they would be moving to another state. His mom had been hired at a new company. That would mean the entire family would be relocating in a week.

They were all devastated. Dana thought about how much she'd miss Joey's funny jokes, while Drake's mind went to the tons of memories the four of them had made in that garage. Sydney knew how hard it'd be to see Joey since they were family but was sad about the dismantling of the band, and how much less often they'd be seeing one another.

Joey felt awful about leaving before the Battle of the Bands. "I am so sorry about the Battle," he stated somberly. "I hate to leave you all without a guitar player." The friends assured to Joey that the Battle didn't matter, that it wasn't his fault and that they understood completely. It made Joey feel a little bit better, but he knew that he wanted

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**Worksheet 2: Text Hunt**

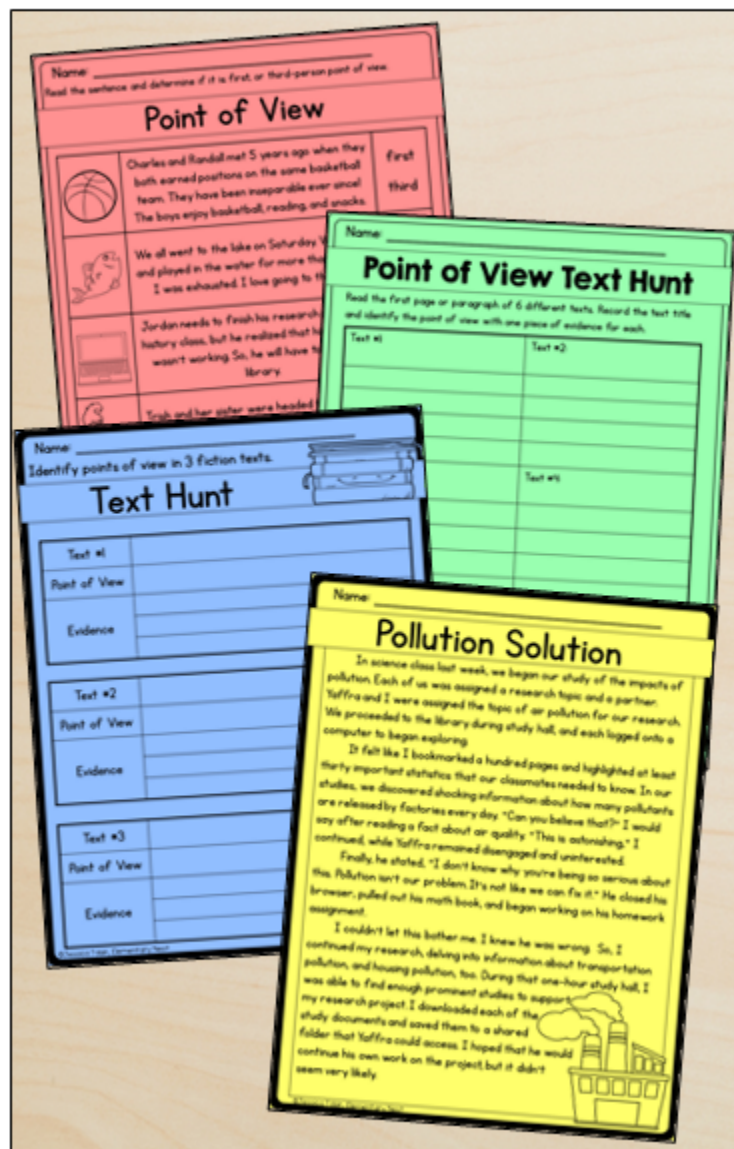
Name: \_\_\_\_\_

Identify points of view in 3 fiction texts.

**Text Hunt**

| Text #1 | Point of View | Place |
|---------|---------------|-------|
|         |               |       |
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# What Teachers Have Said...



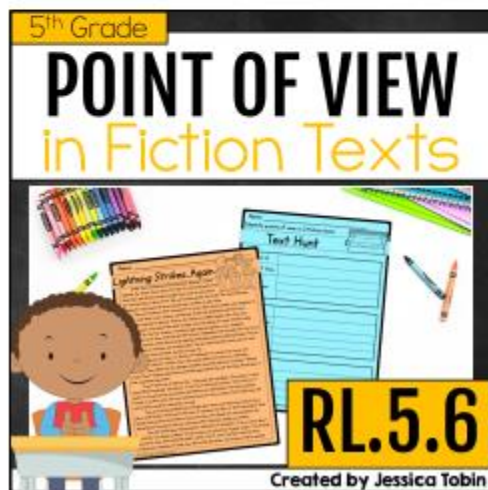
"This product did a great job providing relevant and sufficient practice with the skill of understanding how the point of view a story is told from affects how the events are relayed to the reader. Thank you!"

"I absolutely love this resource, not only is it an excellent resource for me to teach from but the students loved it so much as well! I think this is amazing!"

"My students loved using this resource with our point of view study. Good resource to use in class."

# RL.5.6

This ELA unit provides resources to use while teaching the standard **RL.5.6**, which states that **students will be able to "Describe how a narrator's or speaker's point of view influences how events are described."**



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

# Mini Lesson I

There are three mini lessons within this unit. Here is a look at mini lesson I. It focuses on **identifying points of view**.

5th Grade  
Reading:  
Literature  
Lesson I

**RI.5.6 - Lesson 1**  
I can identify a narrator's point of view.  
I can describe how a narrator's point of view influences how events are described.

CCSS.ELA-LITERACY.RI.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

**Mini Lesson I Focus:**  
Identifying Points of View

**Activities to Teach:**  
Step 1: Teacher will introduce and discuss point of view with anchor chart.  
Step 2: Teacher will introduce and discuss first-, second- and third-person anchor charts. Discuss the differences in the partner stories.  
Step 3: Students will work in groups to sort the point of view cards and descriptions.  
Step 4: Students will complete point of view worksheets independently.

\*Second-person point of view anchor chart and sorting cards are included in this lesson I\*\* you'd sort them into the correct point of view not.

## Point of View

How is the story being narrated?

Point of view is the perspective from which the story is being told.

**Types of Narration:**

- First-person
- Second-person
- Third-person

**Focus on narration:**  
"dialogue,"



## First Person Point of View

First-person narration is when the story is told from the perspective of the character.

**Pronouns Used:**  
I, me, my, us

I can see "we", but of the perspective. You go through.



## Second Person Point of View

Second-person narration is when the narrator speaks directly to the reader.

**Pronouns Used:**  
you, your, yours

I am talking directly to YOU I am including you (the reader or audience) as a character in the text.

**The reader becomes involved in the story.**



## Third Person Point of View

Third-person narration is when the story is told by an outsider, a narrator.

**Pronouns Used:**  
he, she, they, them, his, her, its, their

Name: \_\_\_\_\_

Read the sentence and determine if it is first-, second- or third-person point of view.

| Point of View                                                                                                                                                                                                          |                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Charles and Randall met 5 years ago when they both earned positions on the same basketball team. They have been inseparable ever since. The boys enjoy basketball, reading, and snacks.                                | first<br>third |
| We all went to the lake on Saturday. We fished and played in the water for more than 7 hours. I was exhausted. I love going to the lake!                                                                               | first<br>third |
| Jordan needs to finish his research project for history class, but he realized that his computer wasn't working. So, he will have to go to the library.                                                                | first<br>third |
| Trish and her sister were headed to camp. They always take archery classes and go kayaking. But this year, they want to try a new art class.                                                                           | first<br>third |
| My dad asked if I would go and pick up the mail. So, I hopped on my bike and headed to the end of the street where all of the mailboxes are. I put the mail in my basket but one of the envelopes must've slipped out. | first<br>third |



## First Person



I was so happy because my coach asked if I would help her pass out the practice equipment. I love helping during practice!

## Second Person

Mya and Jose opened the basement door. They were both nervous, but Mya had been especially afraid. So, Jose decided to go down the stairs first. Jose's heart was beating quickly. The girls held each other's hands while they took one step at a time. Mya behind Jose.

When your coach is passing out equipment, you should offer your assistance. You could have fun helping out!

## Third Person



We slowly opened the door to the basement with a creak. We looked at one another and then down the stairs. We grasped each other's hands. Suddenly, I took the first step. My heart was beating a mile a minute. I took another step. Then, one more.

Shay asked Flare to pass out the practice equipment. A huge ant looked across her face. He said "Yes, coach."

Narrator is talking directly to the reader.

Narrator uses pronouns: he, she, they, them, their, her, him

**Here is a look at mini lesson 2.**  
**It focuses on**  
**analyzing points of view.**

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# Mini Lesson 3

Here is a look at mini lesson 3.  
It focuses on  
analyzing points of view.

**5th Grade Reading: Literature Lesson 3**  
**RL.5.6 - lesson 3**  
I can identify a narrator's point of view.  
I can describe how a narrator's point of view influences how events are described.

CCSS.ELA-LITERACY.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

**Mini-Lesson Focus:**  
Analyzing Points of View

**Activities to Teach**

**Step 1:** Teacher will introduce and discuss the perspective anchor chart.

**Step 2:** Students will draw a character card. Teacher will read a discussion about how perspective varies by having students imagine a tree as their character. Small groups of mixed characters will discuss their varying perspectives. (Example answers provided)

**Step 3:** Teacher will read about a story that has multiple perspectives (example list on next page), facilitating a discussion of how perspective changes for each person/character. "Put two characters' perspectives to the anchor chart."

**Optional Step:** Students will read one of the other example books as small groups or partners, discussing the different perspectives. Teacher and students may discuss their book/character perspectives, adding to the chart.

**Step 4:** Students will read a story independently, completing the "A Different Perspective" printable activity.

**Perspective Mentor Text**

- Voices in the Park (Browne)
- They All Saw a Cat (Wenzel)
- The Teddy Bear (McPhail)
- The Day the Crayons Quit (Daywalt)
- Seven Blind Mice (Young)
- Hey, Little Ant (Hoose)
- The Sandwich Swap (Al Abdullah)
- Pain & the Great One (Blume)
- Two Bad Ants (Van Allsburg)
- The True Story of The Three Little Pigs (Scieszka)
- The Wolf Story: What Really Happened to Little Red Riding Hood (Forward)
- Dirty Laundry Pile (Janeczko)
- Any of the Mixed-Up Fairy Tales:
- Honestly, Red Riding Hood Was Rotten!
- Seriously, Cinderella is So Annoying!
- Frankly, I Never Wanted to Kiss Anybody!

**Perspective**

While the point of view is who is narrating the story, the **perspective** is how a character views a situation: how they think/feel about it.

**Different Characters View Things Through Different "Lenses"**

Things That Influence Perspective:  
background  
prior knowledge  
experience  
belief  
feeling  
thought  
opinion

**Character 1**

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**Character 2**

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**Businessperson**

**Dog**

**Person on a Walk**

**Adventure/Fun:**  
It can provide me with something to climb. I can use my imagination playing in the tree.

**Food:**  
It can provide me with food to nourish my body and grow.

**Home:**  
It can provide me with shelter and protection.

**Fun:**  
I can fetch the sticks that fall to the ground, or chase the squirrels that run up the trunk.

**Shade:**  
It can provide me with shade from the sun, a place to rest.

**Bird**

**Caterpillar**

**Child**

**Name:** \_\_\_\_\_  
Read a fiction story. Respond to the questions and prompts below.

**A Different Perspective**

**Title:** \_\_\_\_\_  
**Author:** \_\_\_\_\_

Who is narrating the story?

What point of view is the story written in?

How does the point of view influence how the events are described?

Choose another character from the story.

Search a section of the story from this character's point of view.

# Reading Passages

**You're also provided with passages that will help guide instruction. These are instructional level passages.**

### Reunited

Marta had been away from her parents for three weeks. She had requested their permission to attend a "European Adventure" program with her school and so she had spent a portion of her summer break traveling with a group of students and teachers from her school. They visited cities in Morocco, Portugal, and Spain.

Marta thought back to last year when she had originally asked if she could be able to attend the school trip her parents were initially hesitant and didn't want to grant her permission to go. However, after some additional research, it became clear, and it was a very detailed presentation.

### Lightning Strikes Again Questions

1. Identify the text's point of view and support with evidence/reasons.

| Point of View | Evidence/Reasons |
|---------------|------------------|
|               |                  |

2. How did Tony feel about having to move? Use details to support your answer.

hook her another moment to work up the courage to kick her off of the sandy ocean floor. But, when she did, Natsu's hands were there to catch her. This made her feel better and they eventually had her looking her legs, propelling forward.

After some practice, Natsu was feeling good about Natsu's progress. She was excited for her cousin to start enjoying the water. So, the adult if Natsu was ready to try it without being told at. Fortunately, Natsu nodded her head.

"Okay just remember, look back, and just pretend as if you feel anything."

Just as Natsu said, "waaaaa", and Natsu dropped her hands, a large wave crashed into the girls. They both flinched, Natsu flailing her arms and legs, and splashing water. She stood up and ran back toward the beach and wrapped herself up in a towel. Her eyes were stinging, ears were ringing, and she was burning. She felt as if she was, though she might cry at any moment.

Natsu ran after her, hoping that she wasn't upset. But when she approached the tent, Natsu simply said, "Please, don't!" Natsu's parents, Natsu's aunt and uncle, were walking back toward the tent with their babies. Natsu was thankful that they could all sit and not back together, possibly allowing some of the tension from the "Natsu Hunt" they called it to ease.

By the time they finished eating, Natsu's friends had arrived. She asked Natsu if she wanted to join them out on their big floating float, but she declined. She wasn't quite ready to handle the water again.

Natsu watched as Natsu and her friends sat out on that massive, bright pink float. It looked in the water, and the girls laughed and laughed. They looked like they were having such a blast and Natsu was starting to feel left out. So, she stood from her spot in the tent and trudged out toward the water. When her hands of her cousin, she said, "Natsu, I think I'm ready for my next lesson!"

"Wow!" "Wow!" "Wow!" All four girls were shouting. They were all excited for Natsu and would make it their mission to get another friend out on that floating float.

### Reunited/Marta's Journal Questions

1. Identify the text's point of view and support with evidence/reasons.

| Point of View | Evidence/Reasons |
|---------------|------------------|
|               |                  |

2. How did Marta's feelings about the trip change throughout the story? Use details from both passages to tell.

### Pollution Solution

In science class last week, we began our study of the impact pollution. Each of us was assigned a research topic and a partner. Natsu and I were assigned the topic of air pollution for our research. We proceeded to the library during study hall, and each logged on computers to begin exploring.

### Spish, Splash Question

1. Identify the text's point of view and support with evidence/reasons.

| Point of View | Evidence/Reasons |
|---------------|------------------|
|               |                  |

2. Describe Natsu's way of character traits. How does the story's point of view help you understand that text? Use details to support your answer.

### To Bake or Not to Bake?

"Welcome to Sulu's Family Bakery! My help!" I greet you another customer on this busy Saturday morning. Sulu's Family Bakery has been in my family for three generations, but including me I had been helping on the shop for about a year. My dad really wants me to get to know the ropes so that he has the next 3 graduates. I can help run the business. It's just that I don't want to be a baker.

"I want to be an artist!" I indignantly told my dad last year when he decided the plans for the bakery's future. (You can print in your spare time, Natsu, for Natsu, really you're to keep the bakery running after I retire.) He made this statement in such a matter-of-fact way that it was obvious the topic wasn't up for discussion. So, I accepted my position. I have worked ever since. I am scheduled for and am learning the ins and outs of the business. I try to smile and be pleasant with customers and am actually pretty good at my job. But that doesn't make it interesting. I love doing.

"Don't forget if you fill out our survey you have the chance to win free credit!" I'm handing the customer a card. I spend the rest of the day filling orders and helping customers in the front of the bakery. Dad is in and out of the shop, while the rest of the bakery are in the back either for a visiting pastry chef, Margot. She will be here for the next two weeks, instructing the staff on a variety of pastry designs, piping, and decorating styles.

I walk through the back kitchen on Saturday and see the pastry chef's decorated white cakes. Each of the bakers has created a stunning floral landscape using only sugar. The landscapes are vibrant, intricate, and full of nature. I stand there in awe for longer than I realize before coming back to reality remembering I was on my last customer's birthday.

### Pollution Solution Questions

1. Identify the text's point of view and support with evidence/reasons.

| Point of View | Evidence/Reasons |
|---------------|------------------|
|               |                  |

2. How would the story have been different if it were written in a different point of view? Use examples and details to support your answer.

### Spish, Splash Questions

1. Identify the text's point of view and support with evidence/reasons.

| Point of View | Evidence/Reasons |
|---------------|------------------|
|               |                  |

2. Why is Natsu unhappy working in the family bakery? Use details from the passage to support your answer.

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### Lightning Strikes Again

Tony, Natsu, and Tony had been playing in a band together for about three years. The idea for the band had formed when Tony and Natsu's parents bought them each an instrument for their birthdays, a drum kit for Tony and a guitar for Natsu. The name had been Tony and Natsu's band.

### Pollution Solution Questions

1. Identify the text's point of view and support with evidence/reasons.

| Point of View | Evidence/Reasons |
|---------------|------------------|
|               |                  |

2. How would the story have been different if it were written in a different point of view? Use examples and details to support your answer.

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| Point of View | Evidence/Reasons |
|---------------|------------------|
|               |                  |

2. Why is Natsu unhappy working in the family bakery? Use details from the passage to support your answer.

### Spish, Splash

Baking seemed so natural and perfect, however her feet, which were covered into their place in the sand. Natsu looked out nervously at the shore, squinting and shielding her eyes from the sun. She had never been so close to the ocean before. She had never been so close to the ocean before. She had never been so close to the ocean before.

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|---------------|------------------|
|               |                  |

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# Close-Up Passage

Here's a closer look at some included passages.

Name: \_\_\_\_\_

## Reunited

Marta had been away from her parents for three years. She had requested their permission to attend a "Summer Abroad" program at her school and so she had spent a portion of her summer break traveling to Morocco, Portugal, and Spain. The group of students and teachers from her school. The Morocco, Portugal, and Spain.

Marta thought back to last year when she had requested their permission to attend the school trip. Her parents didn't want to grant her permission to go. However, after a long research, a mature conversation, and a very detailed letter, Marta's parents were on board. "You have shown us growth and maturity this past year, Marta. We are very proud of you. We realize that this is a wonderful opportunity for you. We want you to miss out on it," her mother added.

Now, they sat on the couch, one on each side of her, scrolling through the hundreds of photos she took during the trip. The Koutoubia Mosque, in Marrakech. It is surrounded by palm trees and is unbelievably beautiful. "We went to this aquarium in Lisbon, Portugal. It was so massive that it felt like we were really on a boat. They told us that more than 45,000 animals lived there."

Marta's parents remembered her email from Portugal. They read her letter about the Mafra National Palace in Portugal. They read her letter about the daughter for being so independent and brave. They read her letter about the daughter greatly but didn't want their sadness to overshadow her joy. They read her letter about the daughter ensure that she was making the most of her trip. They read her letter about the daughter back with words of pride and encouragement.

Marta and her parents embraced one another. Their faces were spreading across their faces. "I'm so happy to see you're home," they all said simultaneously.

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Name: \_\_\_\_\_

## Marta's Travel Journal

June 5, 2022-  
I am absolutely excited! I don't know if I will even be able to sleep tonight. I have been waiting for since January. I will finally be leaving for my summer trip. I am going to be spending three weeks in Morocco, Portugal, and Spain. I have heard so many amazing things about the places we will be visiting, and I know that I am going to love every minute of it.

June 7, 2022-  
We got in this morning, after an overnight flight to Marrakech. Luckily, the flight was only 9 hours. But once we landed, it was go-time. Our group loaded up a large passenger bus, and rode to the hotel. Our teachers dropped our bags before heading out for the day. It was absolutely beautiful. We went to the Koutoubia Mosque which was completely surrounded by stunning gardens. I walked through an open market with what felt like thousands of vendors and saw what other wonderful things Morocco brings this week.

June 12, 2022-  
I have seen such amazing things this week, but I can't lie. I am feeling a bit sad. I missed Mom and Dad last night and wanted to sound happy and mature. I felt a bit melancholy. I most definitely underestimated how sad I would feel when I realized that I can turn this around soon.

June 13, 2022-  
I received the most encouraging email response from Mom and Dad. Their words sounded so happy that I was enjoying my trip. They said that I would worry them. But, knowing they're happy for me, I want to make the most of this trip. We have so many more interesting things to see and do. I am going to soak up every single one of them.

June 20, 2022-  
You wouldn't believe it! Today, we went to an aquarium that felt like the biggest aquarium I've ever seen, in person or even in pictures. They allowed us to walk under the water and see thousands of fish. We've also been visiting ancient castles and lots of museums. I can't wait to make a scrapbook when I get back home. We have so many memories to collect.

June 26, 2022-  
I'M HOME! The rest of the trip was magical. I loved every minute of it. When we got back to the school from the airport, I hugged my parents' arms. I couldn't contain my joy and, if I'm not mistaken, neither could they.

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Name: \_\_\_\_\_

## Reunited/Marta's Journal Questions

1. Identify the text's point of view and support with evidence/reasons.

| Point of View          | Evidence/Reasons |
|------------------------|------------------|
| Reunited               |                  |
| Marta's Travel Journal |                  |

2. How did Marta's feelings about the trip change throughout the story? \*Underline supporting details in both passages in red.

3. What was the conflict in the story? Which point of view helped you understand this conflict better. Explain.

4. How did Marta and her parents feel when they reunited after the trip? Explain how you know this.

5. Using evidence from both passages, explain Marta and her parents' email exchange and how it altered the remainder of the trip. How did the points of view for each passage affect this?

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# Graphic Organizers

You're also provided with graphic organizers to use with any read-aloud or independent practice text.

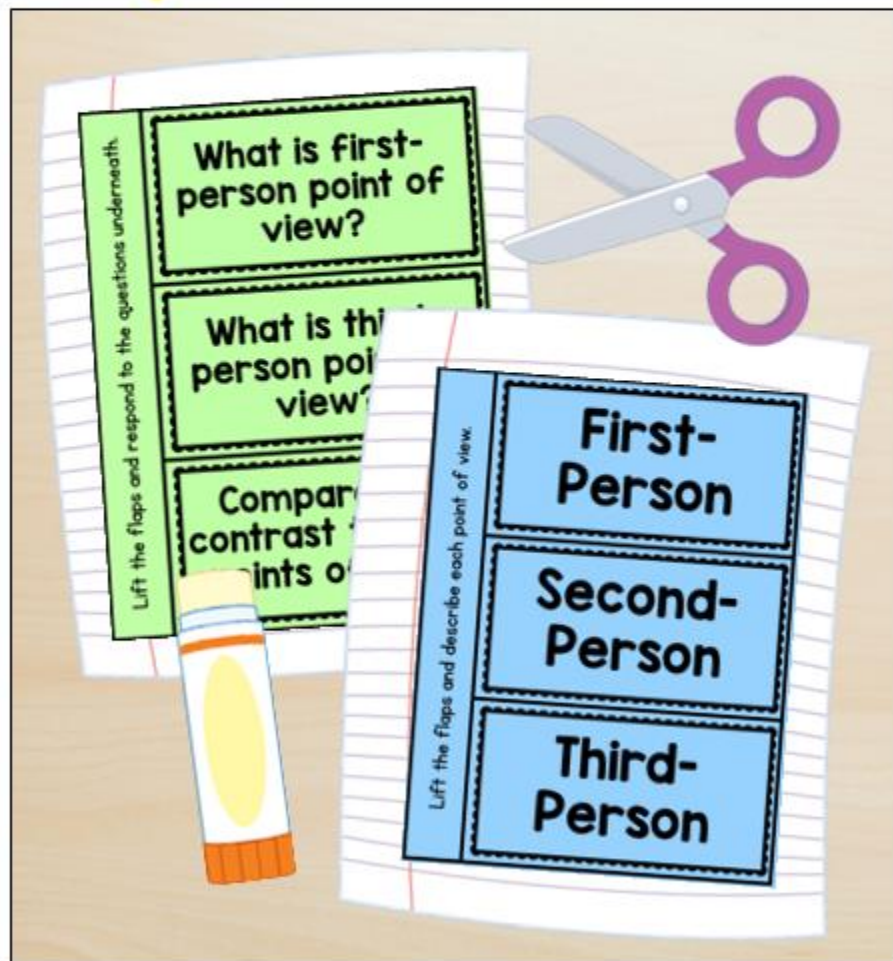
The image displays a collection of colorful graphic organizers designed for reading comprehension. The organizers include:

- Point of View: Who is narrating?** (Yellow)
- Comparing Points of View** (Blue)
- Text Hunt** (Pink)
- Writing Point of View** (Orange)
- Point of View** (Green)
- Differing Perspectives** (Orange)
- Point of View** (Light Green)
- Point of View** (Light Blue)
- Different Perspectives** (Yellow)
- Comparing Perspectives** (Blue)

Each organizer typically includes a space for the student's name and specific prompts related to the concept being explored, such as identifying the narrator, comparing different viewpoints, or analyzing character perspectives.

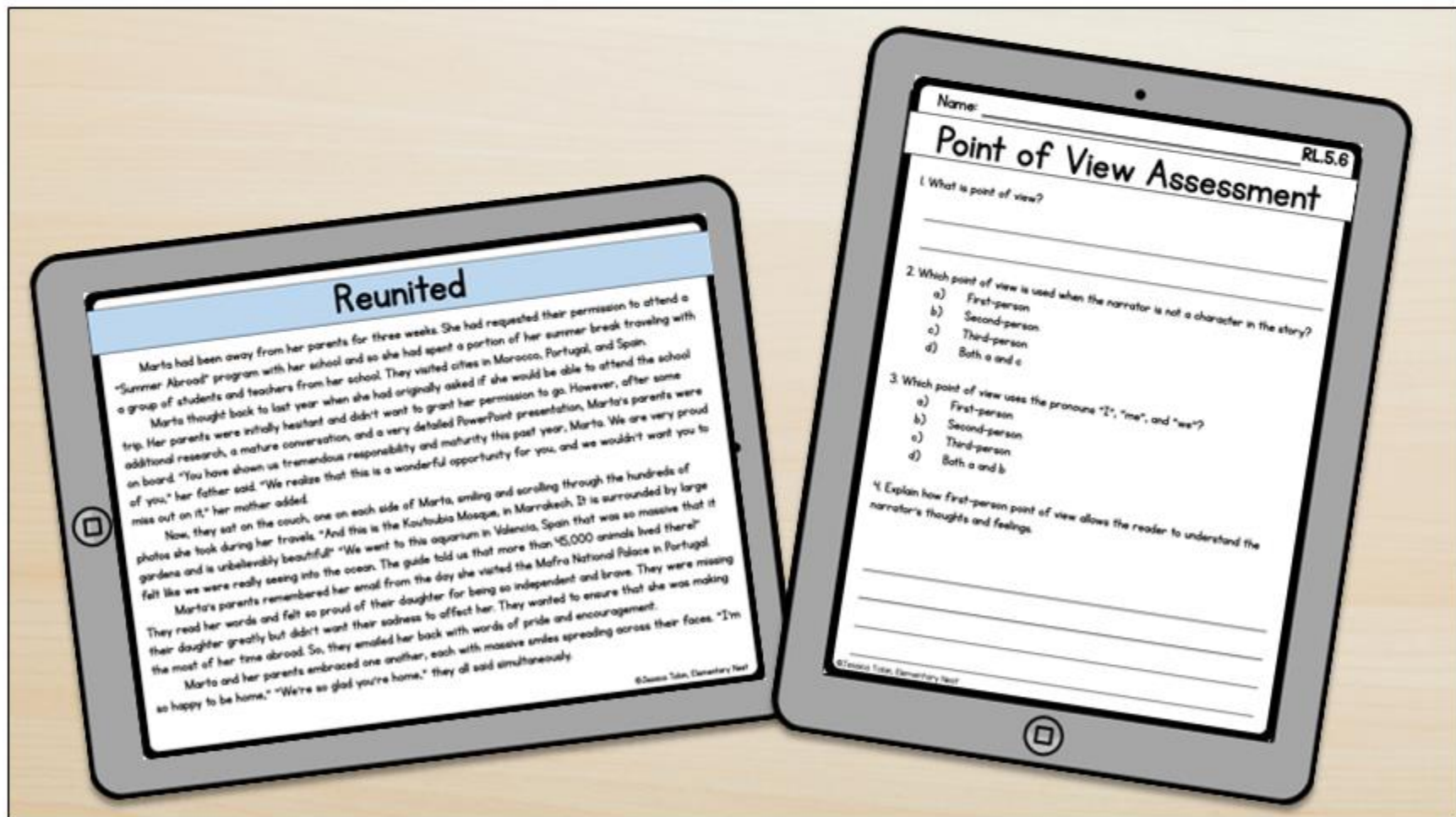
# Extra Resources

For even more practice, you can use these interactive notebook templates and task cards with texts and review activities. **Only a few examples shown here.**



# Digital Additions

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



# 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.**

