

FICTION

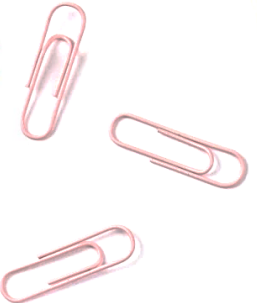
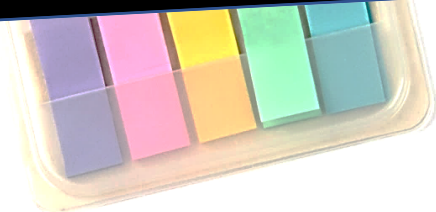
4TH & 5TH GRADE

RL.4.6 / 5.6

compare & contrast POINT OF VIEW



TRUSTED BY OVER
2,000
TEACHERS




terrible frown on her face that made her look almost ugly.
 "Is this all your fault?" I asked, feeling like an idiot for talking to a jewelry box.
 Just then, something happened that I could barely believe. A tear appeared on the little
 maiden's cheek right before my very eyes!
 I slammed the lid of the jewelry box shut and slid it under my bed, deep into the shadows.

How
 bringing her
 "Ann
 I had
 Mom
 "Plea
 "The
 responded.
 I tru
 lid, I notice
 "Why
 I alm
 ground and

890L Compare & Contrast Point of View Name: _____ Date: _____

The Jewelry Box

It all started when Mom and I went into the old antique shop on the other side of town. Mom was looking for some new silverware for the kitchen, and I wandered off into a dusty back corner of the shop to see if they had any interesting books. That was when I found the jewelry box. It was the most beautiful jewelry box I had ever seen. It was made of smooth wood with leaves etched into it, and the inside was lined with red velvet. When I opened the lid, it played a soft melody. I was dressed in



Compare & Contrast Point of View
 Answer the following questions. Underline the text evidence in the color indicated.

1. Read this sentence from the story.

"It all started when Mom and I went into the old antique shop on the other side of town."

What does this sentence tell you?

- a. The mom is telling the story.
- b. It is told from the narrator's perspective.**
- c. The ballerina is telling the story.
- d. The story is told from the author's perspective.

2. In the first three paragraphs, how do you understand the main conflict?

- a. by explaining Anna's feelings.
- b. by describing the jewelry box.
- c. by summarizing the events.**
- d. by describing the setting.

3. How does Anna change throughout the story?

- a. In the beginning she is shy, but by the end she is confident.
- b. In the beginning she is afraid, but by the end she is brave.**
- c. In the beginning she is sad, but by the end she is happy.
- d. In the beginning she is angry, but by the end she is forgiving.

Compare & Contrast Point of View

4. How does the point of view shape the story?

- a. The narrator is telling the story from the outside, which makes the story humorous.
- b. The narrator is telling the story from the outside, which makes the story unbiased.
- c. The narrator is telling the story from her perspective, which makes the story unbelievable.
- d. The narrator is telling the story from her perspective, which makes the story thoughtful.**

5. Look at the table below. Label which version of the story is told from first person narration and which version is told from third person narration. Fill in the blanks to show how the point of view may change in each version.

1st Person Narration	3rd Person Narration
I never asked for much, but I couldn't help but take the jewelry box to Mom and ask her if I could have it for an early birthday present.	Anna never asked for much but I couldn't help it.
I almost expected the maiden to reply.	Anna almost expected the maiden to reply, but she didn't.
I had a peaceful sleep that night, uninterrupted by the bad dreams I'd been having lately.	Anna had a peaceful sleep.

How are these versions different? Why do you think the author chose to use this narration?



WHAT'S INSIDE?

PRINTABLE PDFs and **DIGITAL** Google Slides covering the 4th and 5th grade text complexity band with Certified Lexile Levels.

COMPARE & CONTRAST POINT OF VIEW

4th & 5th grade

Table of Contents

*This product includes 12 Lexile® leveled stories Text Complexity Band (the range for 4th-5th grade)

- Anchor Chart/Journal Pages for 1st and 2nd grade
- 1. Three's a Crowd- 740L
- 2. Robin's Mistake- 760L
- 3. The First Battle of Manassas- 770L
- 4. Mermaid vs. Human- 790L
- 5. The Divali Party- 790L
- 6. Snow Beasts- 860L
- 7. The Jewelry Box- 890L
- 8. The Finest Fiesta- 890L
- 9. Timmy's Terrible Tuesday- 950L
- 10. The Bell-Ringers of Baneford-

Test

- Shawn and Rover Find a
- Birthday Wishes- 790L

OO-# The Google Slide



CLICK HERE TO

You MUST have a need help setting u

740L

Compare & Contrast Point of View Name: _____ Date: _____

Three's a Crowd

Skye and I had been best friends since we were four years old. We first met in the garden at preschool when we were both chasing the same butterfly. From that day on, we were as close as twins, bonded by our love for animals, chocolate, and the beach.

I always thought that two was the perfect number. Skye and I shared the same seat on the bus every day. We were always partners for school assignments. When we went on the Ferris wheel at the fun fair, we sat side by side. It had always been the two of us, and that had always worked perfectly.

However, something happened in fifth grade that threatened our perfect pairing. A new girl arrived in town. She moved in next door to Skye and was in the same grade as us. Her name was Maya, and she and Skye *had* to be friends at school because they were next-door neighbors.

The trouble started with the science project. Mrs. Beecham asked us to split into pairs, and I turned immediately to Skye, like always. I was irritated to see that Maya had rushed to Skye's side first, exclaiming, "We'll be partners, right, Skye? We can work on the project together at my house; it's just next door, remember!"

Skye looked over at me guiltily, but Mrs. Beecham interrupted before I could protest. "How wonderful that Maya has a friend already!" she said. "It's not easy being new."

If I argued after that, I would have been the bad guy. I had no choice but to let Skye and Maya be partners. I got stuck with Chucky Cooper, who always managed to glue his fingers together no matter what the project was.

That was bad enough, but then I climbed onto the school bus that afternoon to find that Skye and Maya were already sitting together...in the same seat that Skye and I had always shared!

They both waved to me enthusiastically, but I deliberately went and sat all the way at the back by myself. I saw them frowning at me from their seater, but I refused to look. They had each other now.



Anchor charts and question sets

Color coding to encourage students to use text evidence

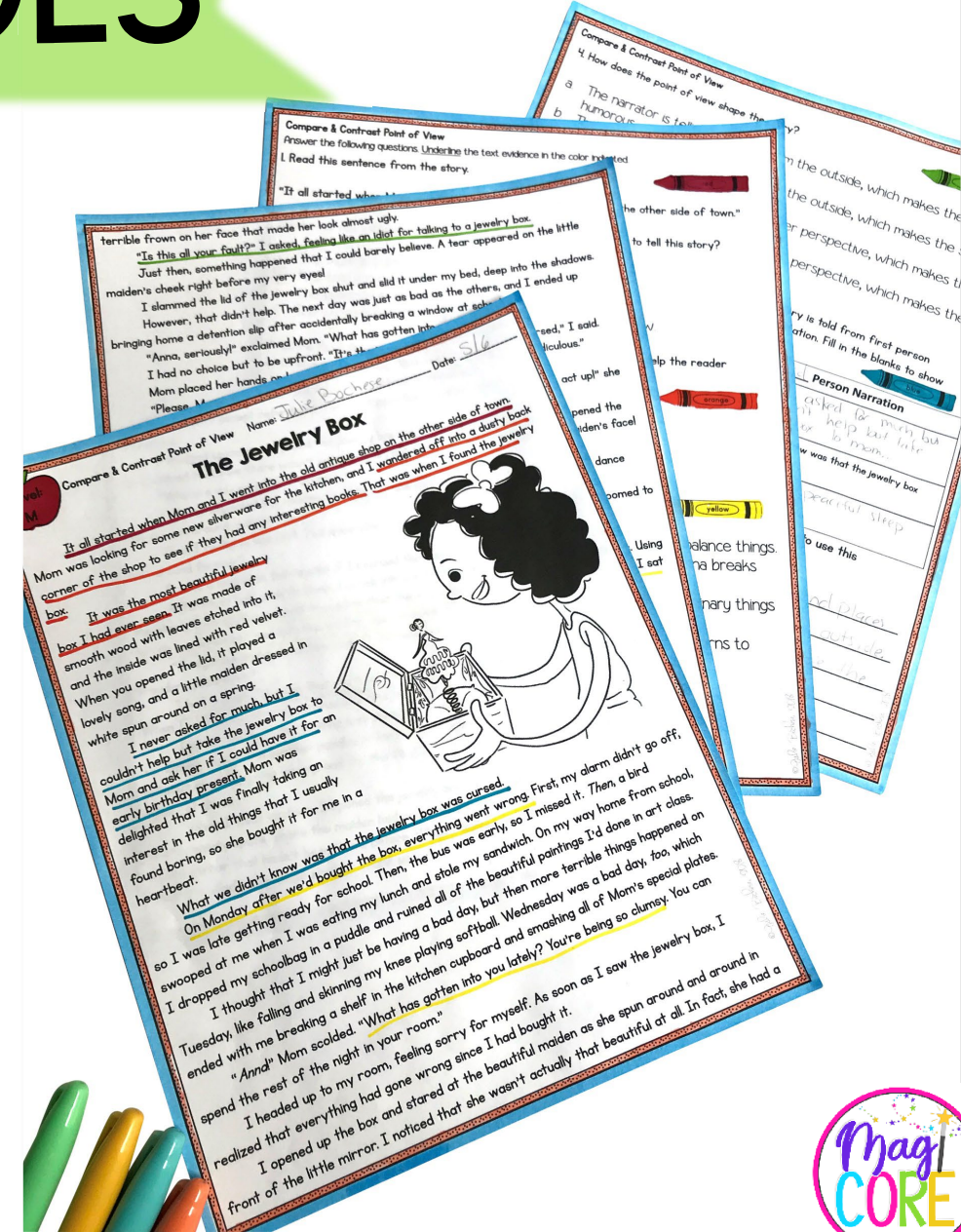
AND two assessments on nonfiction reading passages

Printable and Google Slides Included



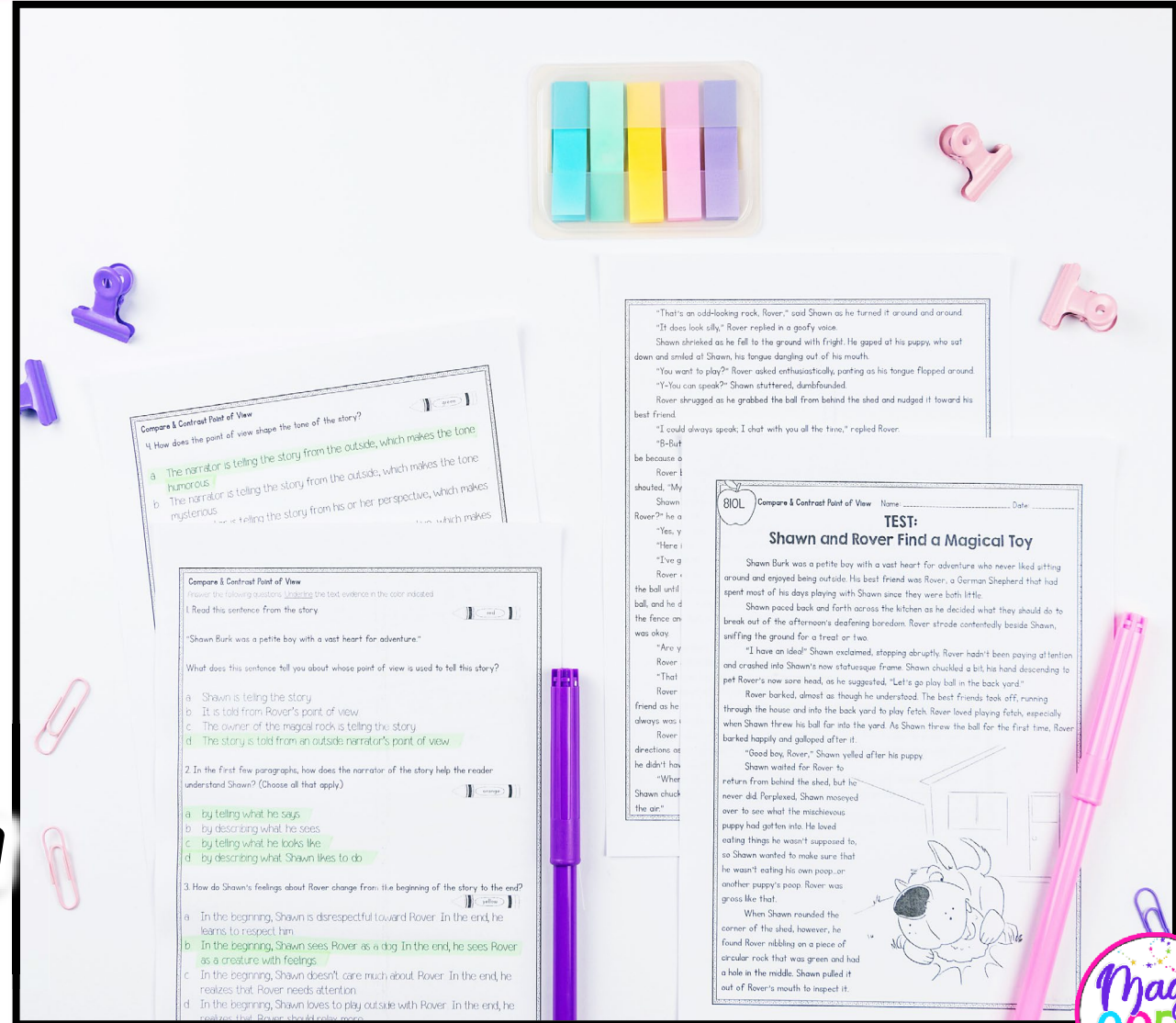
10 FICTION PASSAGES

- Learn in color! Visual cues reinforce text evidence
- Teachers can quickly check student work.
- Variety of text structures to spark comprehension AND curiosity.
- Dive into literary texts including realistic fiction, historical fiction, fantasy and realistic stories.



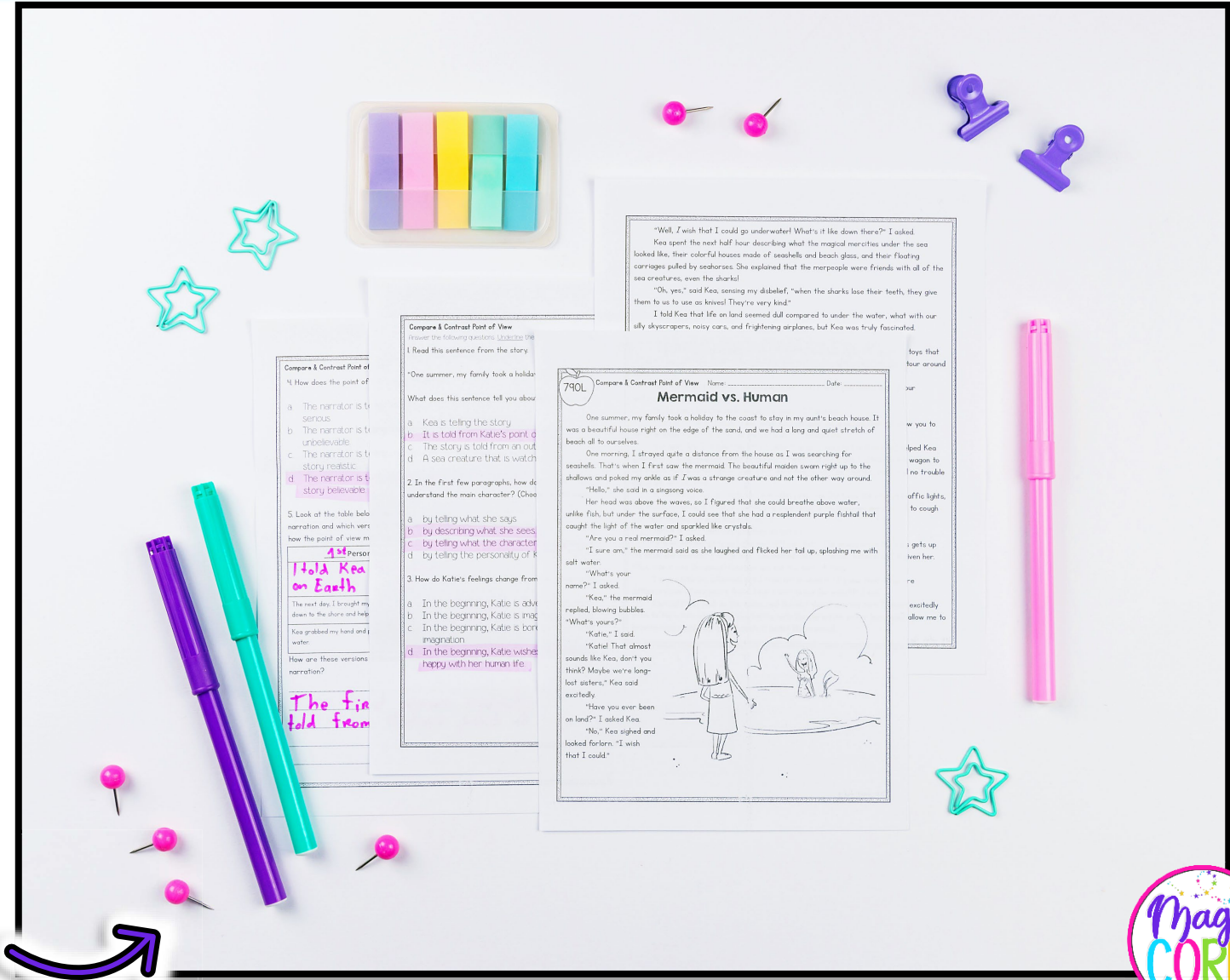
ASSESSMENTS

- Same format as practice
- Two tests with different Lexile levels
- Color-coding
- Follows best practices for standardized assessments



WHY IT WORKS

- Certified Lexile measures
- High - interest texts to motivate readers
- Cross - curricular topics
- Scaffold approach will help your students meet grade level expectations.
- Classroom tested! Trusted by over 2,000 teachers... and counting!



ALIGNS TO SCIENCE OF READING

Research shows that wide reading has the biggest impact on student reading progress.

Our passages provide that essential variety of nonfiction structures and topics.

Students need scaffolded instruction to access grade level texts. Without it, students are not exposed to linguistic and textural features, putting them further behind.

Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.

Fun fact! From 2nd grade on, students make greater reading gains when taught from texts that are as much as two grade levels above their "instructional" reading level.

Lead the way! Our texts are leveled to master grade-level expectations and set students up for success.

ABOUT LEXILE LEVELS

CERTIFIED LEXILE PARTNER

MagiCore Learning, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

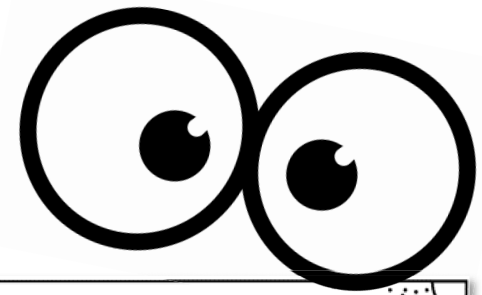
The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure that students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	190L-530L
2-3	420L-820L
4-5	740L-1140L
6-8	1060L-1460L

Keep in mind when using any leveled text that must support to reach text at the high end of their grade level. Common Core Standards, "It is important to reach students at an appropriate. The expectation that scaffolding will be built into the Standards' grade-by-grade text complexity ranges. In general movement, however, should be toward developing independence both within and across the text complexity bands."

TAKE A PEEK



COMPARE & CONTRAST POINT OF VIEW

4th & 5th grade

Table of Contents

*This product includes 12 Lexile® leveled stories in the 4th-5th Grade Common Core Text Complexity Band (the range for 4th-5th grade is 740-1010).

- Anchor Chart/Journal Pages for 1st and 3rd Person Narrations
- 1. Three's a Crowd- 740L
- 2. Robin's Mistake- 760L
- 3. The First Battle of Manassas- 770L
- 4. Mermaid vs. Human- 790L
- 5. The Divali Party- 790L
- 6. Snow Beasts- 860L
- 7. The Jewelry Box- 890L
- 8. The Finest Fiesta- 890L
- 9. Timmy's Terrible Tuesday- 950L
- 10. The Bell-Ringers of Baneford- 960L

Test

- Shawn and Rover Find a Magic Toy- 810L
- Birthday Wishes- 790L



The Google Slides version of this resource requires that you make a copy of the resource to your own Google Drive.

[CLICK HERE](#) TO MAKE A COPY OF THIS RESOURCE TO YOUR GOOGLE DRIVE.

You MUST have a Google account in order to access this resource. [Click HERE](#) if you need help setting up a Google account.



ABOUT LEXILE LEVELS



MagiCore Learning, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure that students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	190L-530L
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1185L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."



Compare & Contrast 1st and 3rd Person Narrations

A narrator is the person telling a story. Different stories have narrators with varying points of view, or perspectives.

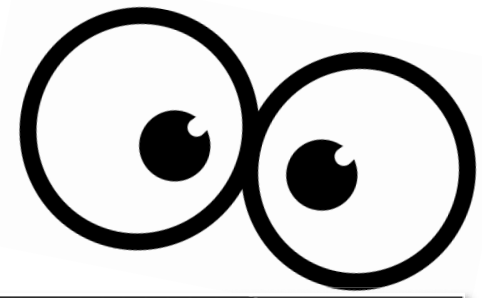
Point of View	Narrator	Key Words	Example
1 st Person Narration	The narrator is a character inside the story.	I, my, we	"I was nervous for my first day of school because I didn't know anyone yet."
3 rd Person Narration	The narrator is outside the story.	he, she, they	"Sammy was nervous for his first day of school because he didn't know anyone yet."

Knowing the narrator's point of view can help you understand what the narrator thinks and feels.

How to describe characters:

1. Identify the point of view.
2. Ask, "How does the point of view shape the story?"
3. Ask, "Why did the author make this choice?"
4. Ask, "How would the story be different if it was told from a different point of view?"

AND ANOTHER PEEK



790L

Compare & Contrast Point of View Name: _____ Date: _____

Mermaid vs. Human

One summer, my family took a holiday to the coast to stay in my aunt's beach house. It was a beautiful house right on the edge of the sand, and we had a long and quiet stretch of beach all to ourselves.

One morning, I strayed quite a distance from the house as I was searching for seashells. That's when I first saw the mermaid. The beautiful maiden swam right up to the shallows and poked my ankle as if I was a strange creature and not the other way around.

"Hello," she said in a singsong voice.

Her head was above the waves, so I figured that she could breathe above water, unlike fish, but under the surface, I could see that she had a resplendent purple fishtail that caught the light of the water and sparkled like crystals.

"Are you a real mermaid?" I asked.

"I sure am," the mermaid said as she laughed and flicked her tail up, splashing me with salt water.

"What's your name?" I asked.

"Kea," the mermaid replied, blowing bubbles.

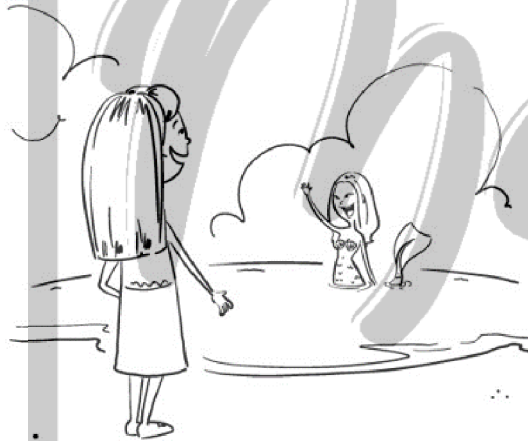
"What's yours?"

"Katie," I said.

"Katie! That almost sounds like Kea, don't you think? Maybe we're long-lost sisters," Kea said excitedly.

"Have you ever been on land?" I asked Kea.

"No," Kea sighed and looked forlorn. "I wish that I could."



©2016 Becca 2016

"Well, I wish that I could go underwater! What's it like down there?" I asked. Kea spent the next half hour describing what the magical mercities under the sea looked like, their colorful houses made of seashells and beach glass, and their floating carriages pulled by seahorses. She explained that the merpeople were friends with all of the sea creatures, even the sharks!

"Oh, yes," said Kea, sensing my disbelief, "when the sharks lose their teeth, they give them to us to use as knives! They're very kind."

I told Kea that life on land seemed dull compared to under the water, what with our silly skyscrapers, noisy cars, and frightening airplanes, but Kea was truly fascinated.

"I'd love to explore your world, even for a day!" she cried.

"Well," I said, thinking about it, "my little brother has a wagon for all of his toys that would fit you in it. We could cover your tail with a blanket, and I could give you a tour around town."

"Oh, Katie, that would be wonderful! After that, I could give you a tour of our underwater city!" Kea cried excitedly.

"But I can't breathe underwater," I said as I frowned.

"We can fix that. I know a sea witch who can give you a potion that will allow you to breathe underwater for a few hours. Let's do it!" replied Kea.

The next day, I brought my little brother's wagon down to the shore and helped Kea crawl into it. I covered her beautiful purple tail with a blanket, and I attached the wagon to my bicycle. Kea was far lighter than I had expected, as light as a kitten, and I had no trouble riding her around town.

At first, Kea was fascinated by everything she saw. She loved the blinking traffic lights, the telephone poles, and the people walking their dogs. Soon, however, she started to cough and splutter, and her eyes began to water.

"What is it?" I asked her, feeling concerned.

"It's all terribly dirty up here, isn't it?" said Kea. "The smoke from the cars gets up my nose, and everything smells bad." She handed me back an ice cream cone I'd given her. "Plus, this is way too sweet! How can you eat this sort of thing?"

I was a little bit offended, but I tried not to show it. "I guess that things are different down where you're from. I can't wait to see for myself!" I said.

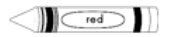
I brought Kea back to the water, and the next day, it was my turn. I raced excitedly down to the waves where Kea was waiting with the sea witch's potion that would allow me to breathe underwater. I gulped it down; it tasted like seaweed.

©2016 Becca 2016

Compare & Contrast Point of View

Answer the following questions. Underline the text evidence in the color indicated.

1. Read this sentence from the story.



"One summer, my family took a holiday to the coast to stay in my aunt's beach house."

What does this sentence tell you about whose point of view is used to tell this story?

- a. Kea is telling the story.
- b. It is told from Katie's point of view.
- c. The story is told from an outside narrator's point of view.
- d. A sea creature that is watching Kea and Katie is telling the story.

2. In the first few paragraphs, how does the narrator of the story help the reader understand the main character? (Choose all that apply.)



- a. by telling what she says
- b. by describing what she sees
- c. by telling what the characters are doing
- d. by telling the personality of Kea and Katie

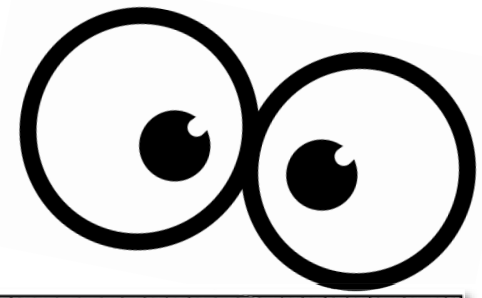
3. How do Katie's feelings change from the beginning of the story to the end?



- a. In the beginning, Katie is adventurous. In the end, Katie is lonely.
- b. In the beginning, Katie is imaginative. In the end, she is realistic.
- c. In the beginning, Katie is bored. In the end, she is entertained by her imagination.
- d. In the beginning, Katie wishes to become a mermaid. In the end, she is happy with her human life.

©2016 Becca 2016

CHECK THIS OUT TOO!



950L

Compare & Contrast Point of View Name: _____ Date: _____

Timmy's Terrible Tuesday

"Ahhh!" thought Timmy as he sat on the brick stoop of his Brooklyn home, sipping lemonade from a can. "This is the life. There's nowhere I have to go, no one I have to see, and nothing I have to do. I could take this for the rest of my life."

Timmy was still elated that summer had officially begun the previous day. Instead of school with tests and projects, he had home with chores, baseball, and friends! He didn't mind doing chores for Auntie Debra during the summer because he liked helping her out. Plus, he had finally made the travel baseball team this year, which would require a lot more driving and gas, so he really owed her!

As he walked up the driveway, Timmy nonchalantly chucked his basketball toward the net, not really caring whether the ball went in or not. When it did go in, Timmy walked away with his head held just a bit higher than it previously was, his ego a bit inflated, as well. He hoped that Rebecca was randomly looking out her bedroom window at that moment to see the shot. He wanted to turn and peek across the street, but if she was there, it would be too obvious. Timmy and Becca had become close friends when Becca's family had moved in across the street in second grade. Over time, Timmy had developed a crush on her.

Timmy went inside and thought about what he would do that afternoon. Auntie Debra would pick him up after work to take him to baseball practice, but that wasn't until 6:30, leaving him with an abundance of time to kill.

Then Timmy remembered his new scooter! With his birthday just a few days before the end of the school year, the busiest week of the year, Timmy hadn't gotten a chance to try the shiny new red Razor scooter his grandparents had given him as a birthday present. With a bit more pep in his step, Timmy finished making his sandwich and gobbled it up with a few potato chips, ending with a chocolate chip cookie.

Timmy hastily ran his plate under the sink water and threw it in the bottom drawer of the dishwasher before running out the back door toward the large brick garage. He threw up the garage door and briefly stared at his beautiful new scooter just before snapping his helmet securely under his chin. Just then, he noticed Rebecca walking up to his driveway.

"Hey, Becca!" exclaimed Timmy. "Perfect timing! Can you take a video on my phone of me trying out my new scooter?!"

"Sure," replied Rebecca as Timmy handed her his phone. "I was wondering if you were ever going to try this thing out!"

Timmy lined himself up with his scooter on the center of the driveway. Auntie Debra's

© Julie Debra, 2018

driveway was pretty long and only had a mild slope, so it would be perfect for him to ride his scooter up and down.

"Okay, Becca!" exclaimed Timmy. "Now!" He cued Rebecca to press the recording button on his phone as he started off down the drive.

"Woooo!" he called out as the slight slope caused him to increase his speed. "This is *awesome!*"

Timmy reached the end of his driveway, immediately turned around, and headed back up, hardly able to contain his excitement.

"Okay, Becca. Are you ready? I'm going to give myself more of a push this time!" he said.

"I'm still recording, Timmy. GO!" yelled Becca.

With a giant grin on his face, Timmy headed toward the slope much faster than last time, causing Becca to become a bit nervous. Timmy soared down the slope in the driveway toward a small pebble that hadn't been a problem when going down the first time.

"TIMM-!" exclaimed Becca. It was too late. Becca watched in slow motion as Timmy fell toward the ground on the right side of his scooter.

Timmy put his hands out to brace his fall and suddenly, "AHHHHH!" Timmy wailed in pain.

Becca stopped recording and immediately ran to Timmy's side as she found his aunt's number in his contacts list. She knew that this wasn't going to be good and that Timmy would most likely need to go to the hospital.

Auntie Debra arrived home from work within fifteen minutes and confirmed what Becca had thought; they would be making a trip to the hospital for Timmy's broken fingers. Timmy was devastated to find out that he had broken three of them when using his hands to protect his head from the fall. No one had to tell Timmy that he would be unable to go to baseball practice that night and that he would have to wait until next year to hopefully play on the travel league.

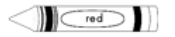
There was some good news that came out of the incident. Timmy had never thought that he would be interested, but he became an absolute master at chess that summer! Becca had been such a good teacher that he could almost beat her already, but she still always managed to somehow pull off the victory. That was okay. Timmy liked to see his friend so happy with every win!



Compare & Contrast Point of View

Answer the following questions. Underline the text evidence in the color indicated.

1. Read this sentence from the story.



"Timmy was still elated that summer had officially begun the previous day."

What does this sentence tell you about whose point of view is used to tell this story?

- a. Becca is telling the story.
- b. It is told from Timmy's point of view.
- c. One of Timmy's friends is telling the story.
- d. The story is told from an outside narrator's point of view.

2. In the first three paragraphs, how does the narrator of the story help the reader understand Timmy? (Choose all that apply.)



- a. by telling what Timmy thinks
- b. by describing what Timmy does
- c. by describing the way Timmy looks
- d. by showing how Timmy interacts with others

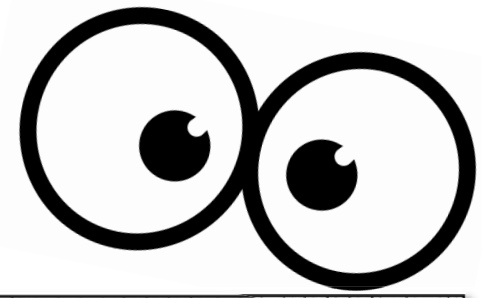
3. How do Timmy's feelings change from the beginning of the story to the end?



- a. In the beginning, Timmy is bored. In the end, Timmy learns to use his imagination.
- b. In the beginning, Timmy has a crush on Becca. In the end, Becca is just Timmy's friend.
- c. In the beginning, baseball is the most important thing to Timmy. In the end, Timmy discovers other ways that he can have fun.
- d. In the beginning, Timmy is excited about spending the summer alone. In the end, Timmy is glad that he had Becca to keep him company.

© Julie Debra, 2018

UPGRADE THEIR SKILLS!



810L Compare & Contrast Point of View Name: _____ Date: _____

TEST:

Shawn and Rover Find a Magical Toy

Shawn Burk was a petite boy with a vast heart for adventure who never liked sitting around and enjoyed being outside. His best friend was Rover, a German Shepherd that had spent most of his days playing with Shawn since they were both little.

Shawn paced back and forth across the kitchen as he decided what they should do to break out of the afternoon's deafening boredom. Rover strode contentedly beside Shawn, sniffing the ground for a treat or two.

"I have an idea!" Shawn exclaimed, stopping abruptly. Rover hadn't been paying attention and crashed into Shawn's now statuesque frame. Shawn chuckled a bit, his hand descending to pet Rover's now sore head, as he suggested, "Let's go play ball in the back yard."

Rover barked, almost as though he understood. The best friends took off, running through the house and into the back yard to play fetch. Rover loved playing fetch, especially when Shawn threw his ball far into the yard. As Shawn threw the ball for the first time, Rover barked happily and galloped after it.

"Good boy, Rover," Shawn yelled after his puppy.

Shawn waited for Rover to return from behind the shed, but he never did. Perplexed, Shawn moseyed over to see what the mischievous puppy had gotten into. He loved eating things he wasn't supposed to, so Shawn wanted to make sure that he wasn't eating his own poop...or another puppy's poop. Rover was gross like that.

When Shawn rounded the corner of the shed, however, he found Rover nibbling on a piece of circular rock that was green and had a hole in the middle. Shawn pulled it out of Rover's mouth to inspect it.

©2018 Bobbi 2018

"That's an odd-looking rock, Rover," said Shawn as he turned it around and around.

"It does look silly," Rover replied in a goofy voice.

Shawn shrieked as he fell to the ground with fright. He gaped at his puppy, who sat down and smiled at Shawn, his tongue dangling out of his mouth.

"You want to play?" Rover asked enthusiastically, panting as his tongue flopped around.

"Y-You can speak?" Shawn stuttered, dumbfounded.

Rover shrugged as he grabbed the ball from behind the shed and nudged it toward his best friend.

"I could always speak; I chat with you all the time," replied Rover.

"B-But I never understood you," Shawn said, peering down at the odd rock. "It has to be because of this rock."

Rover barked as he ran laps around Shawn eagerly. He ran around and around as he shouted, "My best friend can understand me!"

Shawn snickered as he grabbed the ball and stood up. "Do you want to keep playing, Rover?" he asked.

"Yes, yes, yes," Rover barked, full of energy. "Toss the ball very far."

"Here it goes," Shawn said, throwing the ball as hard as he could.

"I've got it! I've got it! Watch me run!" cried Rover as he chased after the ball.

Rover darted after the ball as his tongue flapped out of his mouth. His eyes followed the ball until he snatched it out of the air. The only problem was that his eyes focused on the ball, and he didn't see the fence in front of him until it was too late. OOF! Rover smacked into the fence and took a furry tumble. Shawn hurried over to make sure that his best friend was okay.

"Are you hurt, Rover?" inquired Shawn.

Rover scrambled onto his paws with a huge grin.

"That was fun. Let's do it again!" he responded.

Rover scurried back down the yard before Shawn could stand up. He smiled at his best friend as he threw the ball again. Shawn had never realized how chatty and animated Rover always was until he could understand him.

Rover caught the ball mid-air, but he stumbled over his favorite log. His paws went in all directions as his face fell back. He managed to regain his balance, but then he realized that he didn't have the ball anymore.

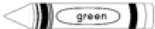
"Where did it go?" Rover asked, sniffing the ground as the ball landed on his head.

Shawn chuckled as Rover ran it back to him. "I told you I'd find it! I accidentally threw it into the air."

©2018 Bobbi 2018


Compare & Contrast Point of View

4. How does the point of view shape the tone of the story?



- The narrator is telling the story from the outside, which makes the tone humorous.
- The narrator is telling the story from the outside, which makes the tone mysterious.
- The narrator is telling the story from his or her perspective, which makes the tone cautionary.
- The narrator is telling the story from his or her perspective, which makes the tone compassionate.

5. Look at the table below. Label which version of the story is told from first person narration and which version is told from third person narration. Fill in the blanks to show how the point of view may change in each version.



_____ Person Narration	_____ Person Narration
His best friend was Rover, the German Shepherd that had grown up with Shawn since they were both little.	
	When I rounded the corner of the shed, however, I found Rover nibbling on a piece of circular rock that was green and had a hole in the middle.
His puppy was a chatterbox, but he loved being able to talk to his best friend.	

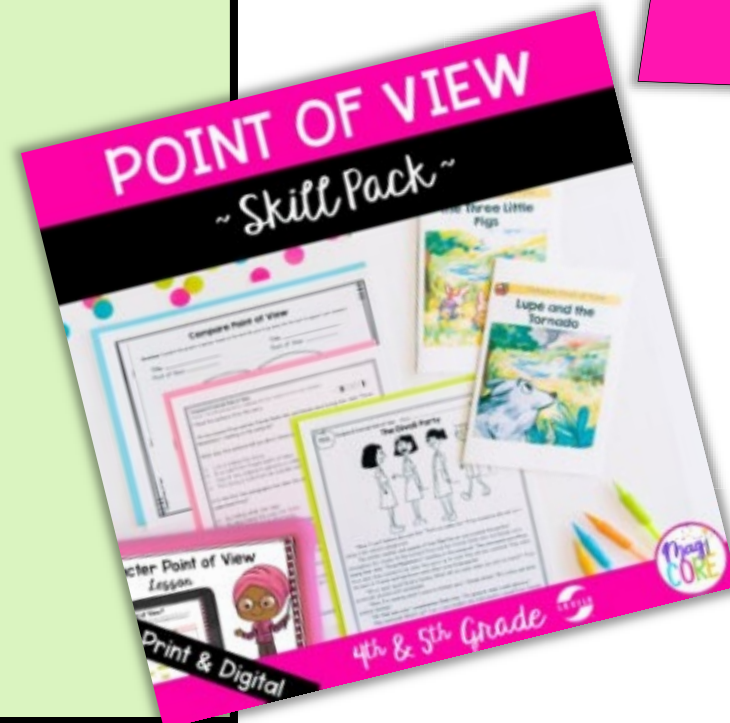
How are these versions different? Why do you think the author chose to use this narration?

©2018 Bobbi 2018

UPGRADE THEIR SKILLS!

The [POINT OF VIEW SKILL PACK](#) Contains:

- Reading Comprehension Passage Unit
- Skill Focused Lesson Plans
- Digital Mini-Lessons
- Guided Reading Packet
- Printable Task Cards
- Boom Learning Task Cards



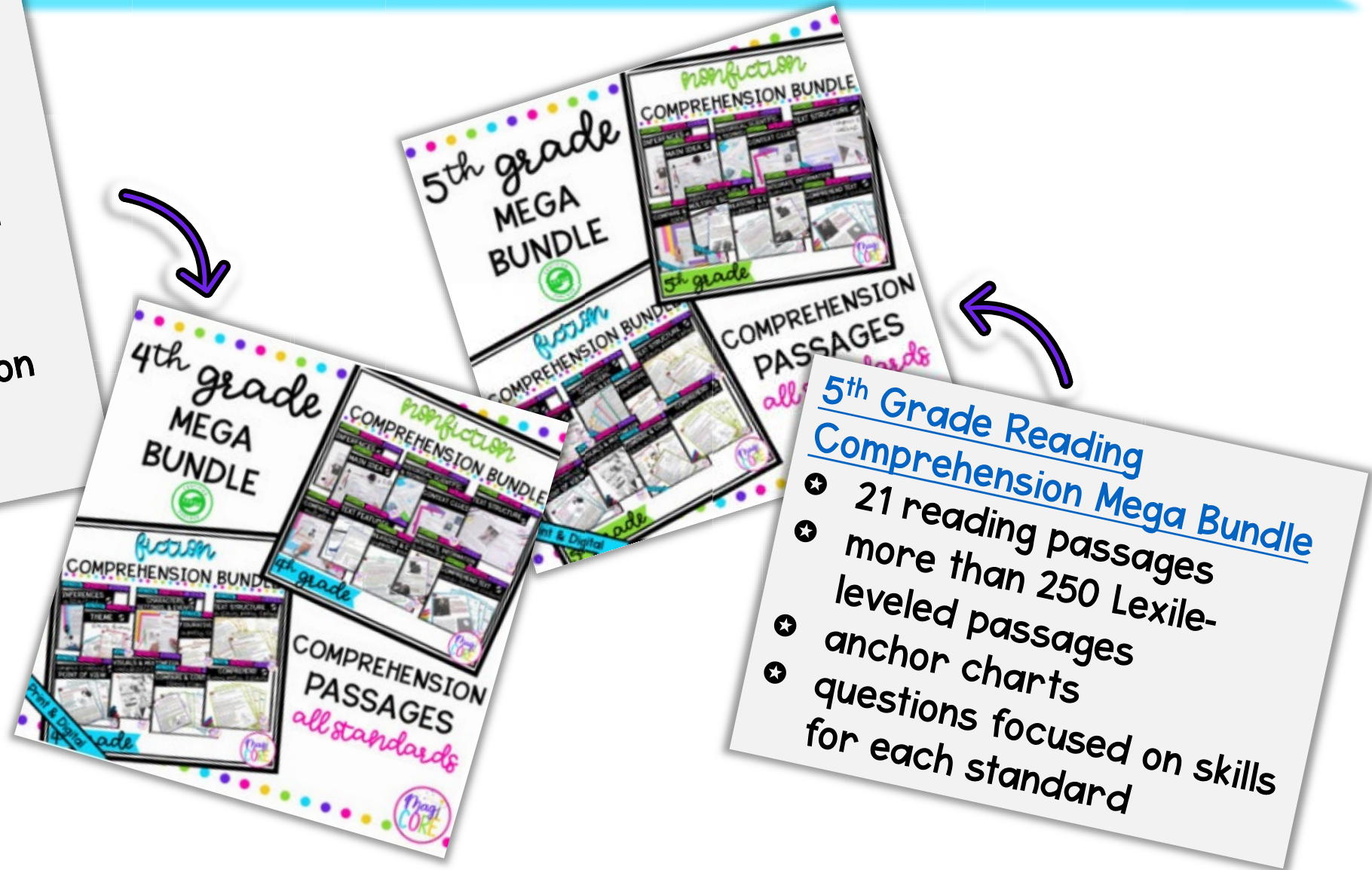
Love this unit but need something more comprehensive? Try the SKILL PACK!



FULL YEAR BUNDLES AVAILABLE

4th Grade Reading Comprehension Mega Bundle

- ★ 20 Reading Passages
- ★ More than 250 Lexile-leveled passages
- ★ Anchor charts
- ★ Questions focused on skills for each standard



5th Grade Reading Comprehension Mega Bundle

- ★ 21 reading passages
- ★ more than 250 Lexile-leveled passages
- ★ anchor charts
- ★ questions focused on skills for each standard