

# POINT OF VIEW



Point of View Name: \_\_\_\_\_ Date: \_\_\_\_\_

## The Snowman

Rosie opens the closet. She puts on her jacket. She opens a drawer. Rosie takes out a hat and gloves. She puts them on.

Rosie takes out another hat. What is she doing?

Rosie goes outside. There is snow on the ground. She rolls a big ball of snow. She rolls another ball of snow. She puts the hat on.

Rosie is making a snowman!

The clouds blow away. The sun shines down. Rosie's snowman starts to melt.

Rosie tries to pat more snow onto the snowman. It turns to wet mush. Her gloves get wet. Rosie is sad. It's time to say goodbye to her snowman.

A narrator is telling the story.

1. Who is telling the story?  
Circle true or false.  
true      false

2. The one telling the story is a character in the story.  
true      false

3. The one telling the story knows what the character does.  
true      false

4. The one telling the story knows what the character says.  
true      false

5. The one telling the story knows what the character thinks.  
true      false

one telling the story knows how the character feels.  
true      false

# COMPARE FICTION & NONFICTION

1st grade

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\*This product includes 12 Lexile® leveled passages in the 1<sup>st</sup> Grade Text Complexity Band (the range for 1<sup>st</sup> grade is BR-430L).

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# ABOUT LEXILE LEVELS



MagiCore 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.

Florida B.E.S.T. 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 12<sup>th</sup> grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Florida B.E.S.T. Expectations
K-1	BR-430L
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.”



## Inside Out

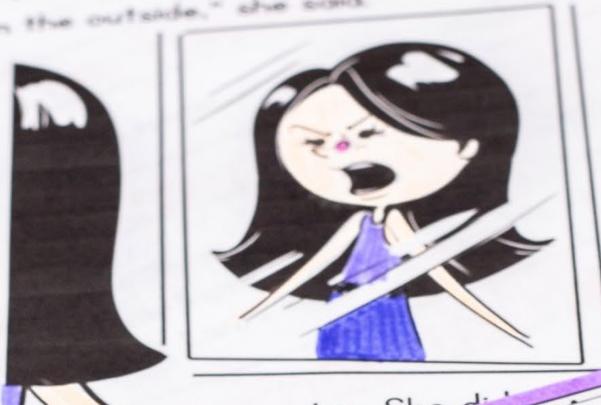
Once upon a time, there was a little girl named Lara. She had dark wavy hair and big blue eyes. Everyone thought that Lara looked beautiful. On the inside, Lara was very ugly. She thought mean thoughts and said nasty words. She kicked other girls out of her room. She took candy from small children.

One day, the Inside Out Witch put a spell on Lara. "Now, your ugliness inside will show up on the outside," she said.

"Get out of my way!"  
Lara snapped at an old man. Just like that, a wart popped up on her nose.

"You saddled my horse wrong, dummy!" she yelled at a servant. Right away, her hair became dull and flat.

Each time Lara was nasty, she became uglier. She didn't know it, but the spell worked both ways. If Lara was nice, she became more beautiful. Lara never realized how nice she was. She became uglier and uglier every day.



## Point of view

### WHO is telling the story?



Stories are sometimes told by characters. Characters include people and animals in the story. Sometimes a narrator tells the story. The narrator is not in the story. Characters have thoughts and feelings. When characters share their thoughts and feelings, it helps us understand their points of view.



Pizza is gross and greasy!!

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

## The Sun

She closed the closet. She took out a hat and another hat. There was another hat in the closet.

There was another hat in the closet.

TEST - TEST  
I am not the last word that I have  
written in my book on Friday. That's good. I have to  
write more. I am not nervous about writing  
the whole story. It will make me happy.

I told Honey it's the truth.  
NO. It is not a lesson. It is  
not a next week. Why did I  
say that? She is reading  
the book. She will do fine.

Self.

Self. Pedro

Point of View  
Name: \_\_\_\_\_ Date: \_\_\_\_\_

**TEST: The Concert**

350L Point of View

Today is an odd day. Dad said that I have a piano lesson at 7:00. I never have a lesson on Friday. Dad said that my teacher wanted an extra lesson. That's good. I have a concert coming up. I need extra practice. I'm so nervous about the concert. I will worry the whole day. It will make me mess up. I'm glad today is just a lesson.

I feel bad. I told Homa a lie today. I said that she has a piano lesson at 7:00. It is not a lesson. It is a concert. She thinks that the concert is next week. Why did I lie? She gets too nervous! She is very good at piano. She is ready for the concert. This way, she can't worry all day. She will do fine.



Point of View

1. Who is telling the first part of the story?  
 a. Homa  
 b. Dad



el bad. I told



ave a lesson



t is good



drawer. Ro  
Rosie  
Rosie  
big ball of  
top.  
Rosie  
The  
away. T  
down. I  
starts  
R  
more  
snow  
wet  
get  
It's  
go  
st



puts on her jacket. She opens a  
and gloves. She puts them on.  
What is she doing?  
She rolls a  
ball of snow. She puts the hat on

Point of View

1. Who is telling the story?

A narrator is telling the story

Circle true or false.

2. The one telling the story is a character in the story.

true      false

3. The one telling the story knows what the character does.

true      false

4. The one telling the story knows what the character says.

true      false

5. The one telling the story knows what the character thinks.

true      false

one telling the story knows how the character feels

true      false

red

orange

yellow

blue

purple

A worksheet titled "Point of View" with five questions about who is telling the story. The first question has a red crayon icon. The second has an orange crayon icon. The third has a yellow crayon icon. The fourth has a blue crayon icon. The fifth has a purple crayon icon. There are also icons for a red pen and an orange pen.

# How to Use This Resource

This resource was modified to fit the Florida B.E.S.T reading standards. It includes:

**Anchor Charts:** These anchor charts should be used to introduce the skills. You can make copies for student journals and create a large class-sized poster. Teachers should review anchor charts with students during each mini lesson. Students can refer to journal anchor charts while completing independent work.

**Student Practice Pages:** These are extra, short practice pages for students to use as part of the mini lesson. After the anchor chart is introduced and completed as a class, practice pages can be completed as guided practice or independent practice.

**Mentor Text:** The mentor texts included in this lesson come directly from the Florida B.E.S.T standards mentor text recommendations for first grade. These texts tend to be significantly longer and more complex than the intended Lexile grade range. For this reason, I have incorporated these recommended texts for teachers to use as read alouds, shared readings, and modeling.

**Practice Passages:** These passages are Lexile leveled and include standards-based questions. These are designed to be used for guided practice, independent practice, and small groups. Please note, all passages will not be used in one unit. I provide extra so you can use them for later review.

**Assessment:** Two assessment passages are included. Both are intended to be used to form a complete assessment; however, some teachers chose to use the assessment passages separately in order to differentiate assessments.

**Narrator**

WHO is telling the story?

Stories can be told by characters. Characters are people and animals in the story. Characters have thoughts and feelings. If the narrator is a character, we hear their thoughts and feelings.

Kaya gobbled up all of her pizza. She really enjoyed it.

Sometimes an outside narrator tells the story. If the narrator is outside ...

**Anchor Chart**

**Narrator** \_\_\_\_\_ is telling the story?

Circle if the narrator is a character or outside of the story.

1. Cinderella cried. She was upset that her sisters were so mean.  character  outside narrator
2. I gathered the breadcrumbs as quickly as I could. I told my sister to follow the path with me.  character  outside narrator
3. I couldn't believe my eyes! The giant beanstalk grew into the clouds!  character  outside narrator
4. Snow White gathered a bunch of flowers to bring back to her new friends in the cottage.  character  outside narrator

**Practice Page**

**Mentor Text**

**The Tale of Peter Rabbit**

Once upon a time there were four little Rabbits, and their names were - Flopsy, Mopsy, Cotton-tail, and Peter. They lived with their Mother in a sand-bank, underneath the root of a very big fir-tree.

"Now my dears," said old Mrs. Rabbit one morning, "you may go into you may go into the wood to the baker's. She bought a loaf of brown bread and five currant buns.

Flopsy, Mopsy, and Cotton-tail, who were good little bunnies, went down the lane to gather blackberries. But Peter, who was very naughty, ran straight away to Mr. McGregor's garden,

**Mentor Text**



# How to Use This Resource

Here is the recommend lesson layout and schedule for this resource:

**Day 1:** Introduce the Narrator anchor chart. As part of the mini lesson, have students complete the student practice in partners or independently. Review practice together. Please Note: Anchor charts should be reviewed as a part of the mini lesson each day.

**Day 2:** Read the mentor texts together. Complete the questions as a group. Ensure you model and practice coloring text evidence in the indicated crayon colors.

**Day 3:** Students complete a passage and question set in partners. I recommend choosing a text in the mid-range of the text complexity band. Always review work as a class or in groups.

**Day 4:** Students complete a passage at the low range of the text complexity band independently. Be sure to review student work. If students did not get answers correct, ensure you make time to review with students independently or in small groups.

**Day 5-6:** Continue to assign increasingly more complex passages. Continue to assess and review work.

**Day 7:** By the end of the unit, most of your class should be showing mastery of the passages. This is time to give the assessment. I recommend giving both assessment passages together, but you can also separate the passages and use the different levels to differentiate.

*\*Follow your students lead. These lessons may take more or less time. Do not move on to subsequent lessons until your students are showing progress.*

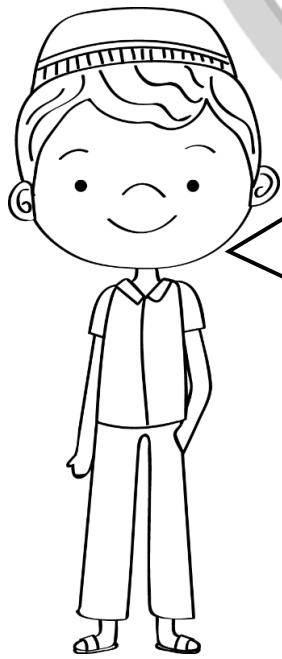


# Narrator



## WHO is telling the story?

Stories can be told by **characters**. Characters are people and animals in the story. Characters have **thoughts** and **feelings**. If the narrator is a character, we hear their thoughts and feelings.



Sometimes an outside narrator tells the story. If the narrator is outside of the story, they are talking about the story as if they are watching it happen.

## Dare to Dive

I step to the edge of the dock. The lake is calm. I am not. My heart pounds. My hands are sweaty. My stomach hurts. Diving into the lake terrifies me.

"Don't be a baby, Andre!" my older brother, Vito, yells. He's on the shore behind me. He's been diving for years. He's braver than me.

"Let him take his time," my mother says to Vito. "Do it when you're ready, Andre."

I'd like to never do it. How do I know what's under the water? What if I forget how to swim? What if the water is too deep? What if I get a cramp? What if? What if?

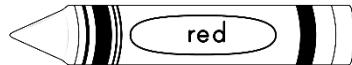
"Take a deep breath," my dad says. He's come to stand next to me. "It took me a long time to dive, too. I was scared."

My dad isn't usually scared of anything. That gives me the courage to jump. I hit the water, and my family cheers.



**Point of View**

I. Who is telling the story?



Circle true or false.

2. The one telling the story is a character in the story.



true

false

3. The one telling the story knows what the character does.



true

false

4. The one telling the story knows what the character says.



true

false

5. The one telling the story knows what the character thinks.



true

false

6. The one telling the story knows how the character feels.



true

false

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Good to Go



Not O.K.

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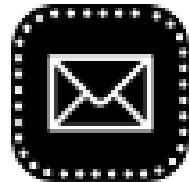
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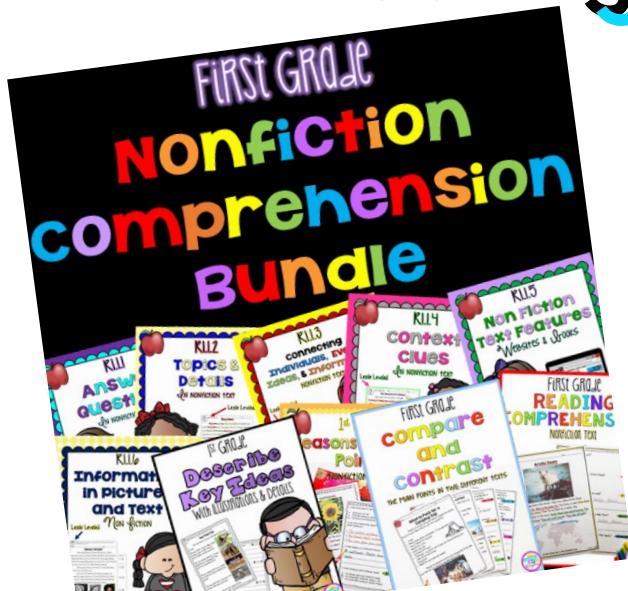
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