

Florida B.E.S.T. CHARACTER PERSPECTIVE



Compare & Contrast Point of View

Name: Talia Date: 5/6

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 silver-ware 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 you opened the lid, it played a lovely song, and a little maiden dressed in white spun around on a spring. 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. Mom was delighted that I was finally taking an interest in the old things that I usually found boring, so she bought it for me in a heartbeat.

What we didn't know was that the jewelry box was cursed. On Monday after we'd bought the box, everything went wrong. First, my alarm didn't go off, so I was late getting ready for school. Then, the bus was early, so I missed it. Then, a bird swooped at me when I was eating my lunch and stole my sandwich. On my way home from school, I dropped my schoolbag in a puddle and ruined all of the beautiful paintings I'd done in art class. I thought that I might just be having a bad day, but then more terrible things happened on Tuesday, like falling and skinning my knee playing softball. Wednesday was a bad day, too, which ended with me breaking a shelf in the kitchen cupboard and smashing all of Mom's special plates. "Anna!" Mom scolded. "What has gotten into you lately? You're being so clumsy. You can spend the rest of the night in your room."

I headed up to my room, feeling sorry for myself. As soon as I saw the jewelry box, I noticed that everything had gone wrong since I had bought it. I picked up the box and stared at the beautiful maiden as she spun around and around in the mirror. I noticed that she wasn't actually that beautiful at all. In fact, she had a terrible frown on her face that made her look almost ugly. "Is this all your fault?" I asked, feeling like an idiot for a moment. Just then, something happened that I could never describe. The maiden's cheek right before my eyes. I slammed the door and ran to my room. I never saw her again. The jewelry box disappeared on the little table in the shadows. I stepped into the shadows. I ended up in the shadows. I cursed," I said. "It was ridiculous." "You act up!" she said. "I opened the jewelry box, and the maiden's face! I saw her dance. The jewelry box, doomed to stay in the shadows. I picked up the jewelry box. I used to tell this story? The jewelry box helped the reader understand the character's point of view. The jewelry box helped the reader understand the character's point of view.



The Jewelry Box

Name: _____

Date: _____

Point of View
When Mom and I went into the old antique shop on the other side of town, I saw some new silverware for the kitchen, and I wanted to see if they had any interesting books. That was the most beautiful jewelry I had ever seen. It was made of silver and had leaves etched into it. The inside of the lid was lined with red velvet. When I opened the jewelry box, I saw a little maiden dressed in a blue dress and a crown around on a spring. I had never asked for much, but I would like to have it for my birthday present. Mom was surprised that I was finally taking an interest in the old things that I usually thought were boring, so she bought it for me in a heartbeat.

What we didn't know was that the jewelry box was cursed. On Monday after we'd bought the box, so I was late getting ready for school. The teacher swooped at me when I was eating my lunch. I dropped my schoolbag in a puddle and I thought that I might just be home on Tuesday, like falling and skinning my knee ended with me breaking a shelf in the kitchen. "Anna!" Mom scolded. "What are you doing? Spend the rest of the night in your room!" I headed up to my room, and I realized that everything had gone wrong. I opened up the box and I saw the little mirror. I

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 about whose point of view is used to tell this story?

- a. The mom is telling the story.
- b. It is told from Anna's point of view.
- c. The ballerina inside the jewelry box 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 the main character? (Choose all that apply.)

- a. by explaining Anna's daily routine
- b. by describing the way she looks
- c. by summarizing what Anna is doing
- d. by describing what she thinks

3. How does Anna change from the beginning of the story to the end?

- a. In the beginning, Anna is studious. In the end, Anna learns to balance things.
- b. In the beginning, Anna is clumsy due to a curse. In the end, Anna breaks the curse.
- c. In the beginning, Anna is bored. In the end, Anna sees how ordinary things can be exciting.
- d. In the beginning, Anna doesn't like antiques. In the end, Anna learns to appreciate antiques.

are & Contrast Point of View

Name: _____

Date: _____

Shawn and Rover Find a Magical Toy

Shawn Burk was a petite boy with a vast heart for adventure. He never liked sitting and, and he enjoyed being outside. His best friend was Rover, the German Shepherd that grown up with Shawn since they were both little.

Shawn paced back and forth across the kitchen as he decided what to do. Rover walked 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 bum. Shawn chuckled as he pet Rover's sore head and suggested, "Let's go play ball in the back yard."

Rover barked as though he understood, so the best friends ran into the back yard to play fetch. Rover loved playing fetch, especially when Shawn threw his ball far. 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 the mischievous puppy had He *loved* eating supposed to, make sure

d around.
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Compare & Contrast Point of View

TEST: Birthday Wishes

Name: _____

Date: _____

forward to their tenth birthday...double digits and all that. A
parties, and their parents bought them bigger,
early in the weeks leading up to



As I watched Roxy and Rose rub

to ignore.

Our next stop was the grocery
grocery, Carlos, also had a wish token
worse for wear. When we arrived, C

"What can we do for you tod
"I have a simple wish," said C

go to a good college, but I just dor
scholarship, and I know that he's

Carlos handed over his silver
rubbing the token with his thumb
exclamation of, "Invahil az kasi
Dad smiled at Carlos. "It
los was so happy the
lump in r



I took
the little n
brought a
watche

2. To

Compare & Contrast Point of View

- How does the point of view shape the tone of the story?
 - The narrator is telling the story from the point of view of a child. The tone is serious.
 - The narrator is telling the story from the point of view of an adult. The tone is neutral.
 - The narrator is telling the story from her own point of view. The tone is humorous.
 - The narrator is telling the story from her own point of view. The tone is thoughtful.

5. Look at the table below. Label which version of narration and which version is told from third person. How the point of view may change in each version.

_____ Person Narration
"I couldn't help but think about November when I would turn ten and my life would change forever..."
"Our next stop was the grocery store on the other side of town."

How are these versions different? Why do you think the narrator chose this version?

CHARACTER PERSPECTIVE

5th grade

Table of Contents

*This product includes 12 Lexile[®] leveled stories in the 4th-5th Grade Florida B.E.S.T. Text Complexity Band (the range for 4th-5th grade is 740-1010).

- Anchor Charts/Journal Pages for Point of View and Perspective
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



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. State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure 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 Florida B.E.S.T. Expectations
K-1	N/A
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 Florida B.E.S.T. 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.”



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.

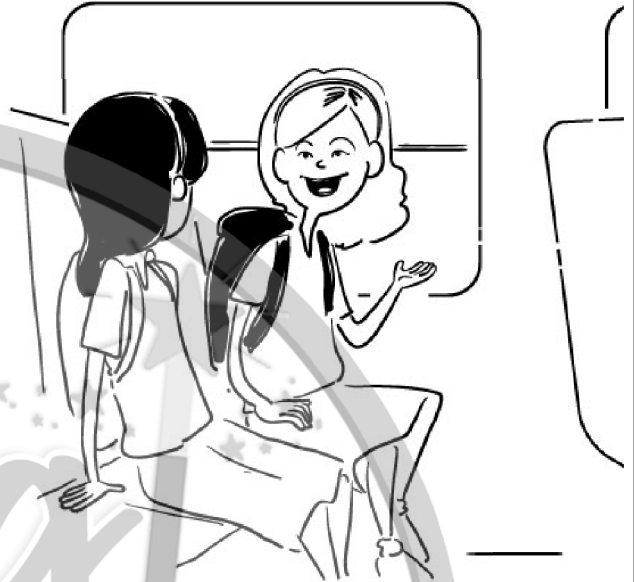
The trouble started with the science project. Mrs. Beecham asked us to split into pairs, and I turned immediately to Skye, like always. I was irritated to see that Maya had rushed to Skye's side first, exclaiming, "We'll be partners, right, Skye? We can work on the project together at my house; it's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



It only got worse from there. Skye and Maya paired up in sports lessons and in theatre group. They sat together on the bus every day, and I was stuck in the back seat by myself, staring out the window and remembering when it was just the two of us, Skye and me.

I headed to school on Monday, dreading seeing Skye and Maya together. I suffered through science class with Chucky Cooper, who, no surprise, glued his fingers together within the first half hour.

At lunchtime, I considered going to the library to read by myself because it was pouring rain outside, but surprisingly, Maya came and found me first.

"Hey!" she said, in her annoyingly bright tone. "Skye and I want to play Clue, but it's not fun with only two players! Will you come and join us?"

I thought about saying no as payback for the last lonely week I'd spent by myself. However, I really wanted to spend my lunchtime with Skye again, and I did love Clue. I begrudgingly went to join them.

We actually had a lot of fun. As we got further into the game, I realized that Maya was smart, funny, and kind...not the wicked witch I'd imagined her as in my head. Skye ended up winning the game, and Maya and I both cheered for her victory. As lunchtime came to a close, the sun started peeking through the rain clouds outside.

On the bus home that afternoon, I went to head to my regular new spot in the back, but I saw that I was no longer alone in the back row. Maya and Skye were already sitting there, and they had left the third seat by the window for me.

"We thought that this was better," said Maya. "This way, we can all sit together!"

Now, Maya, Skye, and I have become a trio. We take turns pairing up with each other in different lessons, and I don't actually mind when I get paired with someone else. Chucky Cooper isn't all that bad, and I get to make new friends in class by rotating partners. When I'm paired with Skye, it's as great as always, but Maya also makes a pretty good partner.

The fun fair came to town last week, and the three of us went together. We decided against going on the Ferris wheel since it only had enough room for two people in each carriage. Instead, we went on the big roller coaster that fit three people neatly into the car. We strapped ourselves in and linked hands together as the roller coaster went up, up, up the tracks. As it hurtled down the first drop, I heard my two best friends squeal with delight, and I felt very lucky indeed.

Point of View & Perspective

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

I. *Part A*



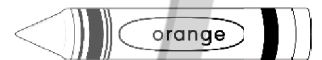
What is the narrator's perspective at the beginning of the story?

- a. Two's company, three's a crowd.
- b. Best friends never have other friends.
- c. New students should be welcomed.
- d. There is always room for more.

Part B

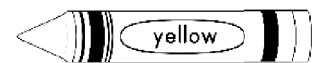
Support your answer with a direct quote from the passage.

2. In the first few paragraphs, how does the author of the story help the reader understand the main character's perspective?



- a. by telling what she says
- b. by describing what she feels
- c. by describing the way she looks
- d. by telling what other characters say about her

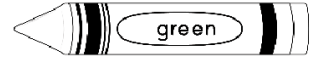
3. What major event occurs that changes the character's perspective?



- a. The narrator and Skye started fifth grade.
- b. Skye had a new neighbor in the same grade.
- c. Skye was forced to be friends with her new neighbor.
- d. Skye decided to work on the school project with Maya.

Point of View & Perspective

4. How does the main character's perspective change from the beginning of the story to the end? (Choose all that apply.)



- a. In the beginning, the main character is excited to have a new friend. In the end, the main character misses Skye.
- b. In the beginning, the main character is lonely. In the end, the main character is happy that she has two friends.
- c. In the beginning, the main character is jealous of Maya. In the end, the main character realizes that Maya can be her friend, too.
- d. In the beginning, the main character wants to have more friends. In the end, the main character realizes that having two friends is perfect.

5. What lesson did the narrator learn? How did her changing perspective contribute to her learning this lesson?



Handwriting practice lines for the answer to question 5. The page features a large, faint watermark in the background that reads "Magi CORE" with a starburst graphic above the word "Magi".

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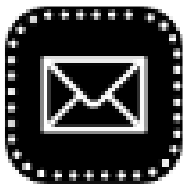
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