

FICTION

8TH GRADE

RL. 8.6

...the characters' or author's points of view...
...communication, the two soldiers...
...on to the unconscious soldier in front of me. His...
...ating he was still alive, but the rhythm was off...
...to inhale and exhale. His shirt was soaked in blood on...
...had been struck by the bullet. The doctor had blotches

Analyzing Points of View Name:

4. This question has two parts. First

Part A: Which literary device does this

- a. irony
- b. imagery
- c. **satire**
- d. foreshadowing

Part B: What genre does this piece

Part A?

- a. science fiction
- b. realistic fiction
- c. **myth**
- d. mystery

5. How does the author achieve a h

issue? Include evidence from the

*The author achieved
even though it is a
by using techniques
The coldest recorded was
be real? "The sun is
in warning"*

Analyzing Points of View Name:

Answer the following questions

color indicated.

1. Which clue words show that

- a. **Climatus, his, they**
- b. I, me, my
- c. you, your, yours
- d. we, us, our

2. Which important issue do the characters have different po

- a. world hunger
- b. gender identity
- c. **climate change**
- d. human rights

3. How is Climatus able to change the gathered

issue? Would he have been able to convince

text to support your answer.

*Climatus stretched out
rope around the assembly
concentrated until
were hot then cold.
Climatus created a
as it could be with trees
the ground, clear streams now
blue skies with puffy white
breeze blew gently through
and other creatures frolicked
were one of the people who
just did, it would change my
want to suffer a massive
change*

By the time... would follow... would be s... As I...
...and they concent...
...switch on the sun. Ominou...
...made the people scurry ab...
...cover. The invisible rope, t...
...Rain beat down, fast...
...water. A giant tsunami wa...
...people. Everyone tried to...
...around the as...
...they changed...
...with a meadow, colorful wildflowers stretching out in all directions...
...buzzing playfully among the blooms. Now that hill was cropped short...
...streaky spots of dead material, making the area look more brown than...
...sat atop a small hill that was...
...stretching out in all directions...
...hill was cropped short...
...look more brown than...
...Hades that look better than this," he said aloud...
...the touch of a torch to Climatus's...
...in all directions...
...the sun beat down, every ray feeling like the touch of a torch to Climatus's...
...skin. The temperature was higher than it had ever been in this part of the Earth...
...and a smoky haze caused by wildfires nearby muted his view of the mountains...
...Climatus snapped his fingers and a tall glass of ice-cold lemonade appeared...
...in his hand. He guzzled it, but it barely cooled him off...
..."I feel like I've been tossed onto a barbecue pit." And he didn't enjoy the...
...slow roasting one bit...
...No creatures stirred at Climatus's feet, and no birds sang their songs in...
...what was left of the woods that rimmed the massacred meadow. Depressed by...
...this place, he flew into an attempt to find a better location...
...But there wasn't one to be found anywhere...
...The Arctic's glaciers had melted like an ice...
...cream sundae left out too long. The oceans had...
...risen as if someone had forgotten to shut off a...
...faucet. The tropics felt like the inside of a...
...volcano, much too hot to visit anymore...
...Tornadoes plagued the interiors of the continents...
...and hurricanes blew through the islands. They...
...both left behind messes any mom would rage...
...over...
...Even being in the sky made Climatus...
...struggle to breathe, for the air had too much...
...carbon dioxide. Everywhere he looked, Earth resembled a beat-up, busted tennis...
...ball that a dog had tried to rip the felt off of with his sharp teeth...
...And yet, the people continued on in their ways. They drove their large...
...vehicles that belched harmful emissions into the air. They used fossil fuels such...
...as coal, oil, and natural gas to generate electricity and heat which they used...
...frivolously even though they were nonrenewable. They mass-produced...
...unnecessary gadgets and gizmos in oversized factories that ran on fossil fuels...
...and released toxins into the water and air and onto the land. They cleared forests...
...with his sharp teeth...
...They drove their large...
...vehicles that belched harmful emissions into the air...
...as coal, oil, and natural gas to generate electricity and heat which they used...
...frivolously even though they were nonrenewable...
...They mass-produced unnecessary gadgets and gizmos...
...in oversized factories that ran on fossil fuels...
...and released toxins into the water and air and onto the land...
...They cleared forests



ANALYZING POINT OF VIEW



WHAT'S INSIDE?

ANALYZING POINTS OF VIEW

8th grade

Table of Contents

*This product includes 12 Lexile® leveled stories in the 8th Grade Common Core Text Complexity Band (the range for 8th grade is 925-1185).

1. Analyzing Points of View Anchor Chart
2. Analyzing Points of View Practice Work
3. Firetongue (950L)
4. My Mountain Adventure (960L)
5. Anniversary Surprise (980L)
6. Keep Your Head Up (980L)
7. Tiny, Pretty, Deadly Things (Poem)
8. A New Revelation (1000L)
9. Say Goodbye (1010L)
10. Climatus and the Second Chance (1030L)
11. Wasting Time (1110L)
12. Stormy (1120L)
13. Test
 - An Important Duty (990L)
 - Unexpected Summer (1160L)



PRINTABLE PDFs covering the 8th grade text complexity band with Certified Lexile Levels.

- Anchor chart and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on fiction reading passages

Printable Slides Included



12 FICTION PASSAGES

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

The collage displays several worksheets for analyzing fiction passages. Key worksheets include:

- Stormy:** A passage about a boy named Stormy who is afraid of storms. The worksheet asks for the author's purpose, the main idea, and the author's point of view.
- My Mountain Adventure:** A passage about a boy named Timmy who goes on a mountain adventure. The worksheet asks for the author's purpose, the main idea, and the author's point of view.
- Climatus and the Second Chance:** A passage about a boy named Climatus who is a weather god. The worksheet asks for the author's purpose, the main idea, and the author's point of view.
- Tiny, Pretty, Deadly Things:** A passage about a boy named Tiny who is a weather god. The worksheet asks for the author's purpose, the main idea, and the author's point of view.

Each worksheet includes sections for:

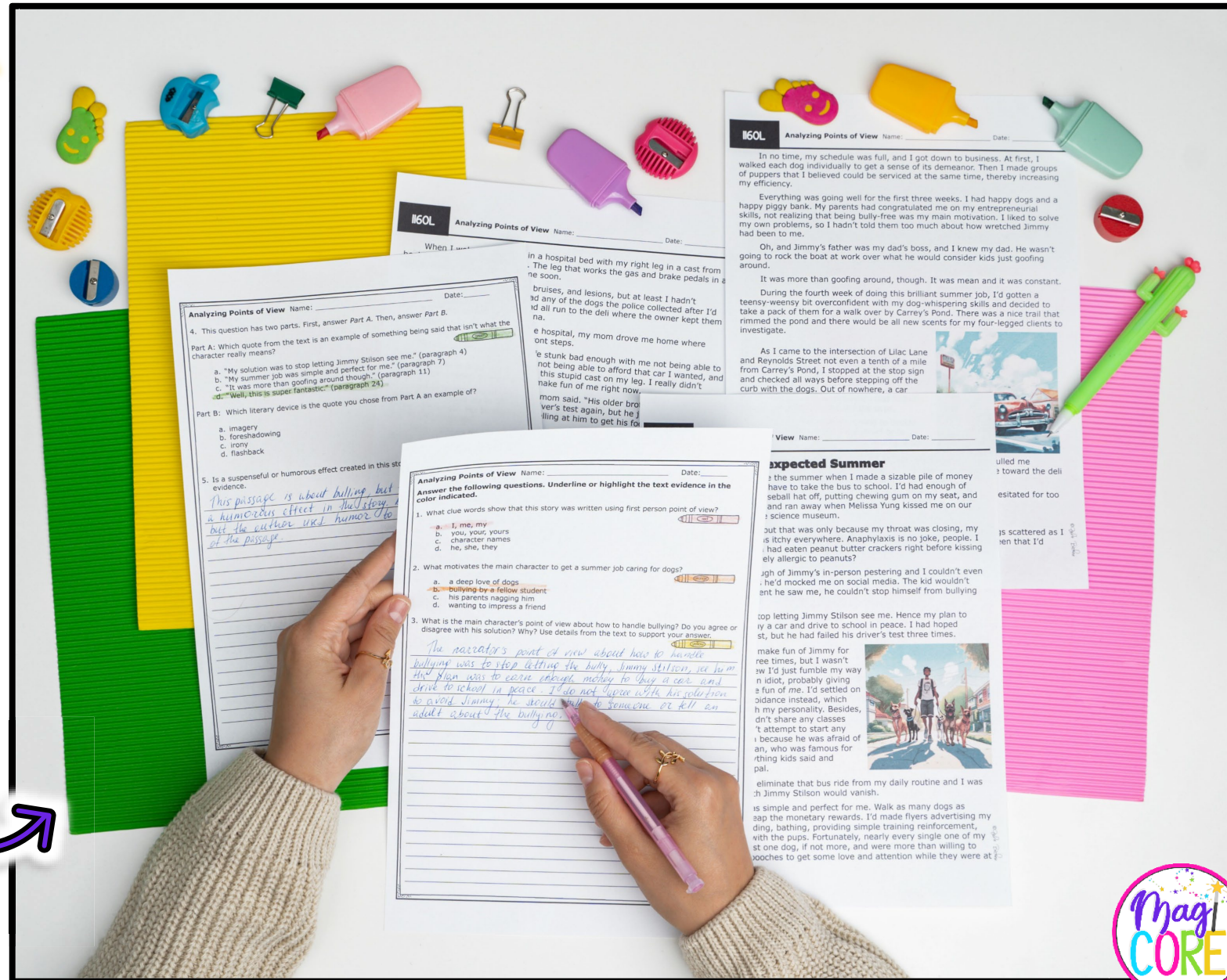
- Analyzing Points of View:** Questions about the author's purpose, the main idea, and the author's point of view.
- Analyzing Points of View of a Character:** Questions about the character's point of view and how it affects the story.
- Analyzing Points of View of a Story:** Questions about the story's point of view and how it affects the reader's understanding.
- Analyzing Points of View of a Scene:** Questions about the scene's point of view and how it affects the reader's understanding.

The worksheets are decorated with colorful sticky notes, highlighters, and pens. A purple arrow points from the text on the left towards the worksheets.



QUESTIONS

- Skill-focused, scaffolded questions
- Multiple choice and short answer
- Preps students for state testing
- Rigorous and research-based approach to questioning



ANCHOR CHART

- Anchor chart breaking down analyzing different points of view
- Practice passage and warmup activity sheet
- Use to introduce the skill
- Students reference throughout the unit
- Use in student journal as a reference

Analyzing Points of View
Let's Try! Read the passage "A Soldier to Save" below, then answer the questions on the graphic organizer.

Pained groans filled the infirmary tent, but I did my best to tune them out and focus on cutting more bandages. The battle still raged in the field and more wounded soldiers were brought in each minute. Blood pooled on the ground, crimson mixing with dirt and grass, and I cringed each time my boots stepped in it.

I had chopped my long hair, done up my face, and put on a uniform to help the war effort and do my part to actually fight, hence disguising myself. I had a rifle, but it was old, and my aim was no good with a rifle. I had a first aid kit, but it was just a kit, and my aim was no good with a rifle. I had a first aid kit, but it was just a kit, and my aim was no good with a rifle.

The men that were brought to the infirmary were in various states of injury. Some had wounds, dagger slices, or mangled limbs. Many soldiers who came into the tent were in pain, and I was earning some frightful scars.

Some of the soldiers could not be treated. They were too injured to be treated. The doctor deemed too injured to be treated. We could not do anything for them. They were on lost causes when there were other soldiers who were not. The doctor would not agree with this, but the doctor would not agree with this.

I cut the rest of the cloth in from the supply bin in the supply area. I was about to make the rounds to the infirmary, but I burst in carrying a third between the cot and an empty cot, and I rushed over to the cot.

"He took a bullet in his side," I said to the doctor. "Probably a goner."

With that limited communication, I turned my attention to the next soldier. He was lying on his back, his right side where he had been hit. He was lying on his back, his right side where he had been hit.

ANALYZING POINTS OF VIEW
Readers analyze characters' points of view, an author's use of literary devices, and the resulting text effects to gain a deeper understanding of a text.

Points of View

- Who is telling the story?
 - First person (I, me, my, us, ours, we)
 - Second person (you, your, yours)
 - Third person (he, she, they, them, him, her, their, character names)

Literary Devices

Five Examples of Literary Devices Authors Commonly Use:

- Irony – a contrast between what is expected and what happens
 - Verbal irony – saying something that is opposite of what is meant
 - Situational irony – something happens that is the opposite of what was expected
 - Dramatic irony – the reader knows something the characters don't
- Foreshadowing – hints at something that will happen later
- Flashback – something that happened before the current events
- Satire – use of humor to ridicule a person, an idea, or a situation
- Imagery – language used to appeal to the reader's senses to improve the reading experience

Text Effects

- Suspense – creates tension by making the reader anticipate what will happen next or what will be revealed
- Humor – makes the reader laugh and lighten the mood

To analyze how differences in the points of view and the devices create text effects:

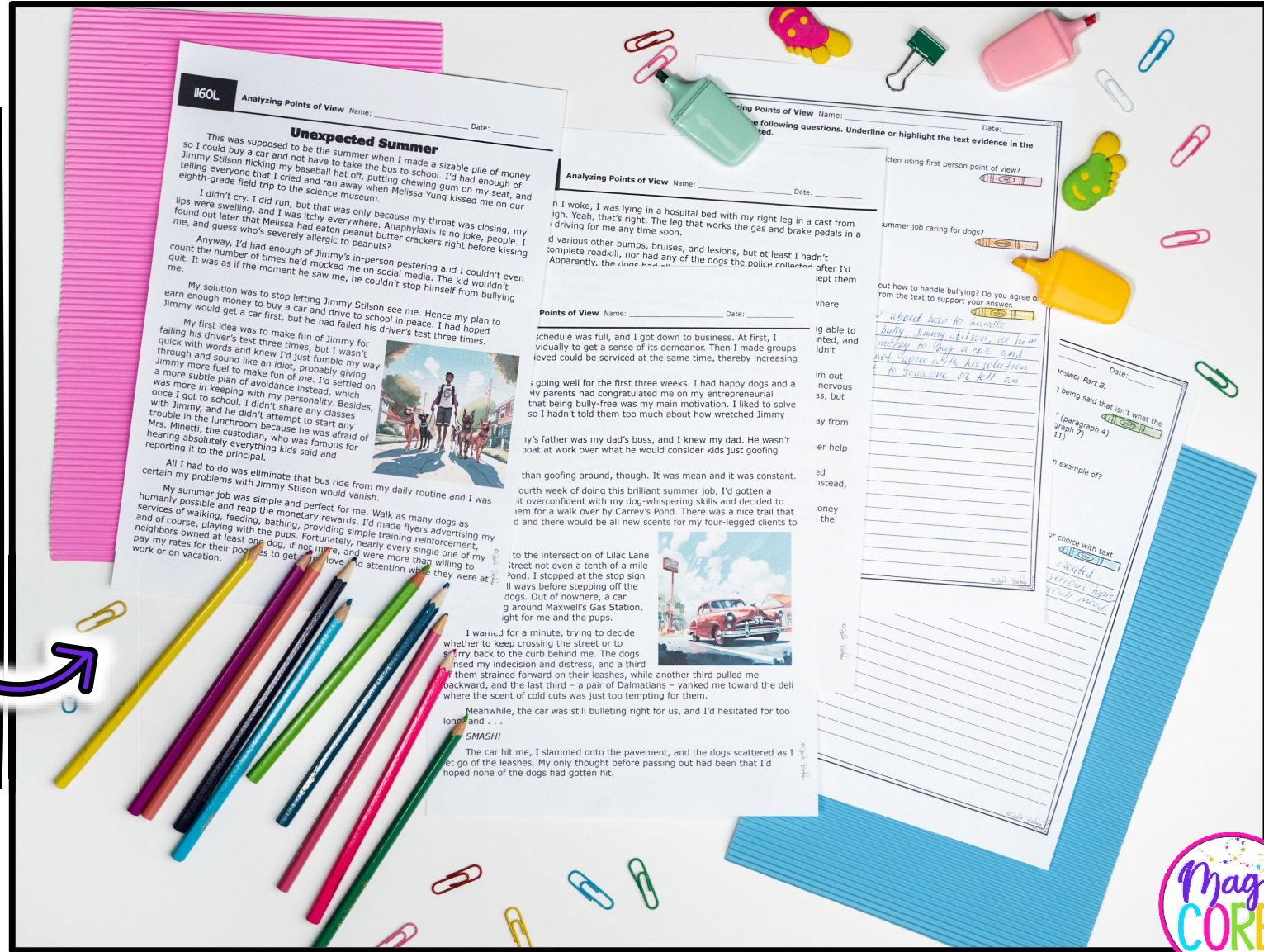
- Determine what point of view (first, second, or third) the author uses. Why did they choose that point of view?
- Determine what beliefs the characters hold about something. How do they think, say, feel, and do in the story. Compare/contrast their beliefs.
- Identify what literary devices the author has used in the story.
- Identify whether a suspenseful effect, humorous effect, or other text effect was used. How does it deepen your understanding of this text? How does it affect the characters' or author's points of view?

Analyzing Points of View
Fill in the graphic organizer to analyze the text.

Title of the story:	
Point of view of the story: (Circle one.)	First Person
What are at least two characters' points of view about something?	Character #1
What text evidence supports these points of view?	
What literary devices has the author used? (Select one to focus on and mark it with an X.)	<input type="checkbox"/> Irony <input type="checkbox"/> Foreshadowing <input type="checkbox"/> Flashback
What text evidence supports your literary device choice?	
Which text effect was created? (Circle one.)	

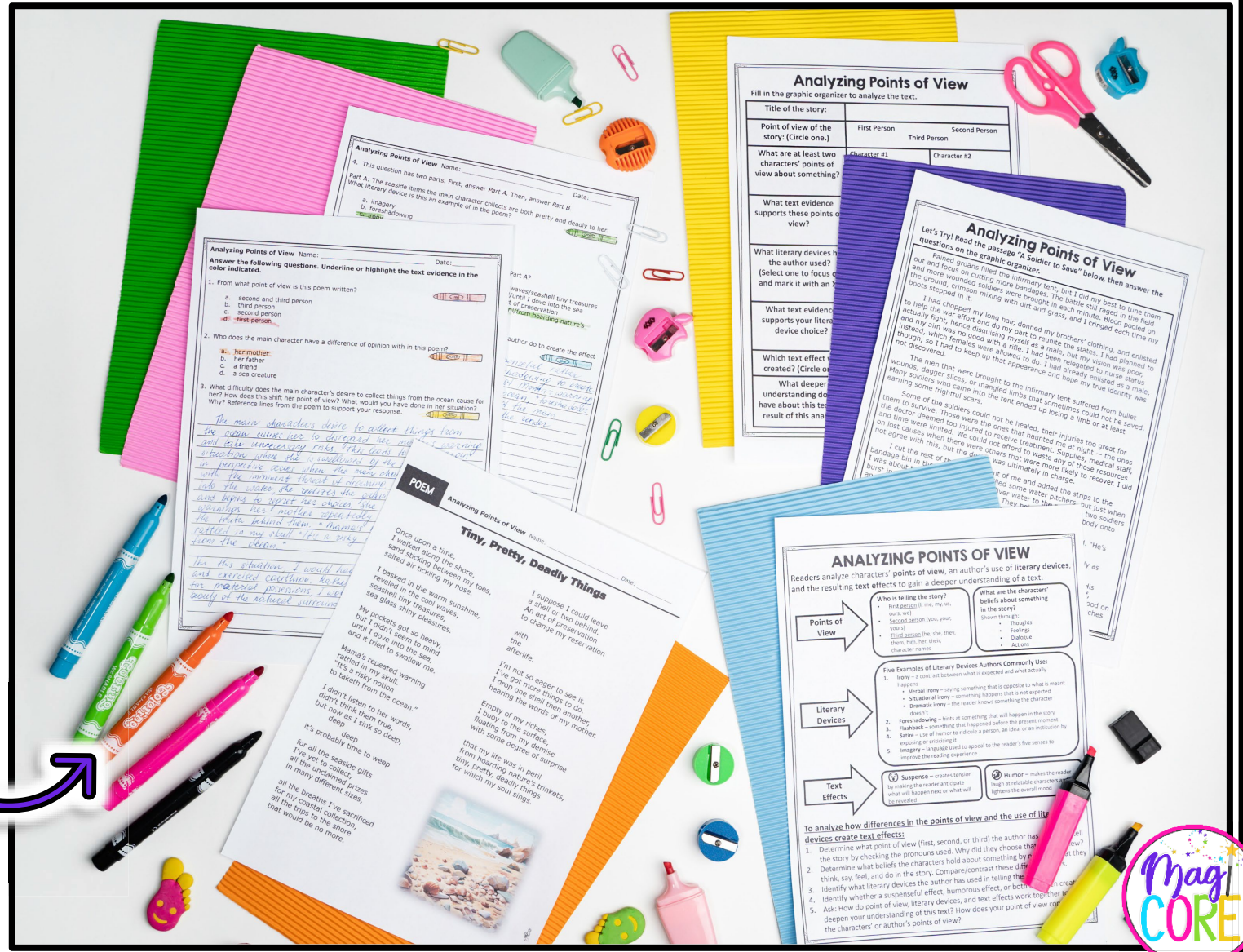
ASSESSMENTS

- 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 1,000 teachers... and counting!... To help students grow their reading skills



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 fiction 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

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

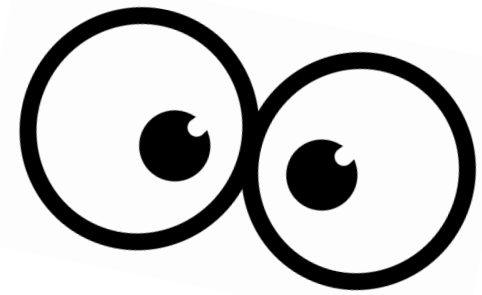
The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for 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	
2-3	N/A
4-5	420L-820L
6-8	740L-1010L
	925L-185L

Keep in mind when using any leveled text that many students will need support to reach text at the high end of their grade band. The expectation that scaffolding will occur with appropriate. "It is important to recognize that scaffolding built into the Standards' grade-by-grade text complexity expectations should be toward decreasing scaffolding as students gain independence both within and across the text complexity bands."

TAKE A PEEK



ANALYZING POINTS OF VIEW

Readers analyze characters' **points of view**, an author's use of **literary devices**, and the resulting **text effects** to gain a deeper understanding of a text.

Points of View

Who is telling the story?

- **First person** (I, me, my, us, ours, we)
- **Second person** (you, your, yours)
- **Third person** (he, she, they, them, him, her, their, character names)

What are the characters' beliefs about something in the story?

Shown through:


- Thoughts
- Feelings
- Dialogue
- Actions


Literary Devices

Five Examples of Literary Devices Authors Commonly Use:

1. **Irony** – a contrast between what is expected and what actually happens
 - **Verbal irony** – saying something that is opposite to what is meant
 - **Situational irony** – something happens that is not expected
 - **Dramatic irony** – the reader knows something the character doesn't
2. **Foreshadowing** – hints at something that will happen in the story
3. **Flashback** – something that happened before the present moment
4. **Satire** – use of humor to ridicule a person, an idea, or an institution by exposing or criticizing it
5. **Imagery** – language used to appeal to the reader's five senses to improve the reading experience

Text Effects

 **Suspense** – creates tension by making the reader anticipate what will happen next or what will be revealed

 **Humor** – makes the reader laugh at relatable characters and lightens the overall mood

To analyze how differences in the points of view and the use of literary devices create text effects:

1. Determine what point of view (first, second, or third) the author has chosen to tell the story by checking the pronouns used. Why did they choose that point of view?
2. Determine what beliefs the characters hold about something by noticing what they think, say, feel, and do in the story. Compare/contrast these different beliefs.
3. Identify what literary devices the author has used in telling the story.
4. Identify whether a suspenseful effect, humorous effect, or both has been created.
5. Ask: How do point of view, literary devices, and text effects work together to deepen your understanding of this text? How does your point of view compare to the characters' or author's points of view?

Analyzing Points of View

Let's Try! Read the passage "A Soldier to Save" below, then answer the questions on the graphic organizer.

Pained groans filled the infirmary tent, but I did my best to tune them out and focus on cutting more bandages. The battle still raged in the field and more wounded soldiers were brought in each minute. Blood pooled on the ground, crimson mixing with dirt and grass, and I cringed each time my boots stepped in it.

I had chopped my long hair, donned my brothers' clothing, and enlisted to help the war effort and do my part to reunite the states. I had planned to actually fight, hence disguising myself as a male, but my vision was poor, and my aim was no good with a rifle. I had been relegated to nurse status instead, which females were allowed to do. I had already enlisted as a male, though, so I had to keep up that appearance and hope my true identity was not discovered.

The men that were brought to the infirmary tent suffered from bullet wounds, dagger slices, or mangled limbs that sometimes could not be saved. Many soldiers who came into the tent ended up losing a limb or at least earning some frightful scars.

Some of the soldiers could not be healed, their injuries too great for them to survive. Those were the ones that haunted me at night – the ones the doctor deemed too injured to receive treatment. Supplies, medical staff, and time were limited. We could not afford to waste any of those resources on lost causes when there were others that were more likely to recover. I did not agree with this, but the doctor was ultimately in charge.

I cut the rest of the cloth in front of me and added the strips to the bandage bin in the supply area. I refilled some water pitchers, but just when I was about to make the rounds to deliver water to the patients, two soldiers burst in carrying a third between them. They hoisted his lifeless body onto an empty cot, and I rushed over to assess the situation.

"He took a bullet in his side," one of the carrying soldiers said. "He's probably a goner."

With that limited communication, the two soldiers left as quickly as they'd come.

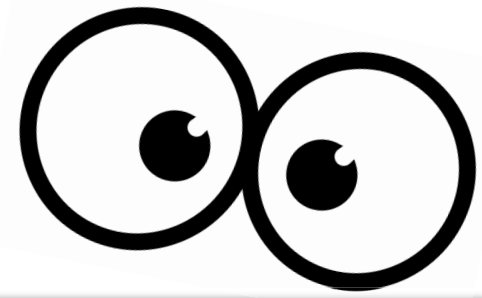
I turned my attention to the unconscious soldier in front of me. His chest rose and fell, indicating he was still alive, but the rhythm was off, telling me he struggled to inhale and exhale. His shirt was soaked in blood on his right side where he had been struck by the bullet. The deep red blotches made curious shapes.

Analyzing Points of View

Fill in the graphic organizer to analyze the text.

Title of the story:			
Point of view of the story: (Circle one.)	First Person	Second Person Third Person	
What are at least two characters' points of view about something?	Character #1	Character #2	
What text evidence supports these points of view?			
What literary devices has the author used? (Select one to focus on and mark it with an X.)	<input type="checkbox"/> Irony <input type="checkbox"/> Foreshadowing <input type="checkbox"/> Flashback	<input type="checkbox"/> Satire <input type="checkbox"/> Imagery	
What text evidence supports your literary device choice?			
Which text effect was created? (Circle one.)	Suspense	Humor	Both
What deeper understanding do you have about this text as a result of this analysis?			

CHECK THIS OUT TOO!



POEM

Analyzing Points of View Name: _____ Date: _____

Tiny, Pretty, Deadly Things

Once upon a time,
I walked along the shore,
sand sticking between my toes,
salted air tickling my nose.

I basked in the warm sunshine,
reveled in the cool waves,
seashell tiny treasures,
sea glass shiny pleasures.

My pockets got so heavy,
but I didn't seem to mind
until I dove into the sea,
and it tried to swallow me.

Mama's repeated warning
rattled in my skull.
"It's a risky notion
to taketh from the ocean."

I didn't listen to her words,
didn't think them true,
but now as I sink so deep,
deep

deep
it's probably time to weep

for all the seaside gifts
I've yet to collect,
all the unclaimed prizes
in many different sizes,

all the breaths I've sacrificed
for my coastal collection,
all the trips to the shore
that would be no more.

I suppose I could leave
a shell or two behind.
An act of preservation
to change my reservation

with
the
afterlife.

I'm not so eager to see it.
I've got more things to do.
I drop one shell then another,
hearing the words of my mother.

Empty of my riches,
I buoy to the surface,
floating from my demise
with some degree of surprise

that my life was in peril
from hoarding nature's trinkets,
tiny, pretty, deadly things
for which my soul sings.



Analyzing Points of View Name: _____ Date: _____

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

1. From what point of view is this poem written?



- a. second and third person
- b. third person
- c. second person
- d. first person

2. Who does the main character have a difference of opinion with in this poem?



- a. her mother
- b. her father
- c. a friend
- d. a sea creature

3. What difficulty does the main character's desire to collect things from the ocean cause for her? How does this shift her point of view? What would you have done in her situation? Why? Reference lines from the poem to support your response.



Analyzing Points of View Name: _____ Date: _____

4. This question has two parts. First, answer Part A. Then, answer Part B.

Part A: The seaside items the main character collects are both pretty and deadly to her. What literary device is this an example of in the poem?



- a. imagery
- b. foreshadowing
- c. irony
- d. flashback

Part B: Which lines from the poem support the answer to Part A?

- a. I basked in the warm sunshine/reveled in the cool waves/seashell tiny treasures
- b. My pockets got so heavy/but I didn't seem to mind/until I dove into the sea
- c. I suppose I could leave/a shell or two behind/An act of preservation
- d. with some degree of surprise/that my life was in peril/from hoarding nature's trinkets

5. Is this poem more suspenseful or humorous? What did the author do to create the effect you chose? Provide text evidence to support your answer.

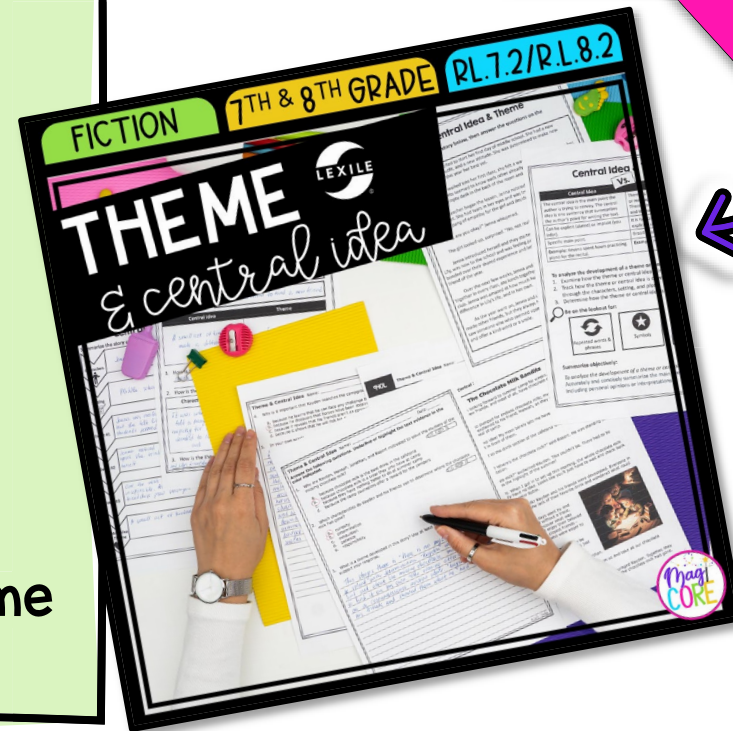




UPGRADE THEIR SKILLS!

The THEME AND CENTRAL IDEA Unit
Contains:

- 12 Printable Lexile Leveled Reading Comprehension Passages
- Anchor Charts
- Rigorous comprehension questions for each passage
- Assessment Passages and Question
- Prepares students to determine a theme or central idea of a text



Love this unit but
want to more
literary practice?
Try the **THEME &
CENTRAL IDEA** unit!

