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6.RL.3.2: Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.

LESSON 11 Understanding Point of View

1 Introduction THEME: » Competitions

Everything you read has a **point of view**, or a certain perspective through which the story is told. In fiction, either a **character** or a **narrator** is the voice that tells the story. The thoughts and feelings of the characters can affect how the story is told.

How can you recognize who is telling the story? There are three possible choices: **first-person**, **second-person**, or **third-person** point of view. You can use this chart to help you identify the point of view.

Point of View	Description of Narrator	Clues
first-person	The narrator is a character in the story.	The narrator uses the first-person pronouns <i>I, me, my,</i> and <i>we</i> .
second-person	Often, the author is the narrator and is not in the story.	The narrator uses the second-person pronoun <i>you</i> .
third-person	Often, the author is the narrator and is not in the story.	The narrator uses third-person pronouns <i>he, she, his, her, they,</i> and <i>their</i> .

Look at the illustrations below. Who is telling the story in each frame? Write the point of view and how you identified it.

I love my new glasses!

Jamal loved his new glasses.

First-person point of view Third-person point of view

The character of Jamal is the narrator and he uses the first-person pronoun I. The author is the narrator and he uses Jamal's name and the third-person pronoun his.

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Indiana Academic Standard

6.RL.3.2 Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.

THEME: Competitions

1 Introduction

Read, or have students read, the instructional text. Work through the examples as a class. Discuss with students first-person, second-person, and third-person point of view. Have students closely read the text to determine the point of the view of the text. Have students analyze how the author develops a particular point of view using language and the thoughts and actions of a character or narrator.

2 Focused Instruction Lesson 11

Read the first part of a play. Then answer the questions.

excerpt from He Said and She Said
a play in one act by Alice Gerstenberg

CAST:
 DIANA CHESBROUGH, a society girl
 ENID HALDEMAN, Diane's friend
 FELIX HALDEMAN, Enid's husband
 MRS. CYRUS PACKARD, their friend

Living room at the Haldemans, before dinner. ENID is setting up the room. FELIX enters in hat and coat and jingling a bunch of house keys. He kisses ENID affectionately as if it were a daily habit, and then tosses down the evening paper.

FELIX: Hello, dear.
ENID: Felix, I asked Diana and Mrs. Packard over for dinner. You'd better hurry and wash up a bit.
FELIX: What? Am I to be the only man again?
ENID: Can't help it, darling. Mr. Packard's in Washington and all of Diana's suitors are in the trenches.
FELIX: There must be some old greybeard left somewhere to invite for Diana.
ENID: Oh, there are a few leftovers floating around, but Diana doesn't like them. If she can't get the best male company, she prefers female.
FELIX: Diana's a peach! She should have married one of the boys before they all went over. Poor Aubrey Laurence was madly in love with her.
ENID: Hurry up, there's soot on your cheek. *(She tips it affectionately.)*
FELIX: All right, if I have to dine with three women I'd better look my best.
ENID: *(admiringly)* Yes, my dear...
FELIX: There are the evening papers. We gained three miles again. *(Exit down left.)*
ENID is about to glance at the paper but is interrupted by the breezy entrance of MRS. PACKARD.
MRS. PACKARD: My dear, your maid told me to come right in.

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2 Focused Instruction

Title: He Said and She Said

Genre: Play

Lexile® Measure: N/A

Guide students as they work together as a class, in pairs or groups, or individually. Offer assistance to students as needed.

Vocabulary

To help with comprehension, review these vocabulary words with students before they read the passage. Write the words on the board and keep them displayed so students can refer to them when they read independently.

affectionately, society, soot, suitors, trenches

A Closer Look

Use A Closer Look to have students increase their understanding of the text. Remind students to use the hint box to help them answer the question.

Speaking/Listening Activity

Have students think of a situation involving two or more people. Then have students talk about how the viewpoints might differ among the people involved in the situation.

ELL Support

Discuss idioms with students. Have students come up with examples of idioms.

2 Focused Instruction Lesson 11

ENID: Oh, Mrs. Packard, I'm so glad you could come on such short notice.
 MRS. PACKARD: I jumped at the invitation. It's so lonesome with John away. How lucky you are to have your husband at home.
 ENID: Thanks to his business, the government prefers him here. Take off your things.

Think About It

How does the playwright develop Felix's point of view? The question asks how Felix feels and how his feelings change.

Who is Felix? the husband of Enid and the only male character in this scene

How does Felix feel at the beginning of the scene? Felix does not want to be the only man at the dinner.

How do Felix's feelings change? When Enid explains why the other men can't come, Felix decides he doesn't mind being the only man at the dinner party.
 Write a sentence from the scene that shows the change of feelings.
All right, if I have to dine with three women I'd better look my best.

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2 Focused Instruction Lesson 11

Continue reading the play. Then answer the questions.

MRS. PACKARD: I'm a little early, but I took advantage of the chance to ride this way in Mrs. Morgan's car. Do you like Mrs. Morgan?
 ENID: Why, yes, don't you?
 MRS. PACKARD: I don't think you ought to like her.
 ENID: Why not?
 MRS. PACKARD: She has a long, bad tongue.
 ENID: Talks about people—
 MRS. PACKARD: (raises her eyebrows) Does she? You ought to hear her—but then you ought not to hear her.
 ENID: About me?
 MRS. PACKARD: Now, there, my dear, I have come for a jolly little dinner-party, and I'm not going to gossip.
 ENID: Still, if she said anything against me, I ought to protect myself—
 MRS. PACKARD: That's just it, that's what I thought—and when she said—Oh, no, why should I tell you—
 ENID: (Why shouldn't you tell me?)
 MRS. PACKARD: Yes, why shouldn't I? After all, I'm one of your best friends and you ought to know—
 ENID: (Certainly, I ought to know—)
 MRS. PACKARD: But you may never forgive me—
 ENID: Not forgive you for protecting me?
 MRS. PACKARD: That's true, you must protect yourself. It is my duty to tell you.
 ENID: What is it? You have me quite scared.
 MRS. PACKARD: If she tells me a thing like that, of course, she will tell everyone else. By this time, no doubt, it's all over town.
 ENID: How dreadful—what have I done—
 MRS. PACKARD: It isn't what you've done—it's about Diana Chesbrough.
 ENID: She's coming tonight.

A CLOSER LOOK
 A character's point of view influences how events are described. Circle words that show how Enid feels about what Mrs. Packard is telling her.

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2 Focused Instruction Lesson 11

How does Mrs. Packard's perspective differ from that of Enid?

Which line or lines illustrate knowledge Mrs. Packard has that the other characters in the play do not?

A "I'm a little early, but I took advantage of the chance to ride this way in Mrs. Morgan's car. Do you like Mrs. Morgan?"

B "Now, there, my dear, I have come for a jolly little dinner-party, and I'm not going to gossip."

C "She has a long, bad tongue."

D "That's just it, that's what I thought—and when she said—Oh, no, why should I tell you—"

What is Enid's point of view? What is Mrs. Packard's point of view?

How does Mrs. Packard's character affect the mood of the play?

Although Enid was rushing around to get things ready for the dinner party, the mood is happy.

Once Mrs. Packard arrives and begins talking about Mrs. Morgan's gossip, the mood shifts and becomes tense and uncomfortable.

DISCUSS IT
Reread the last two exchanges of dialogue between Mrs. Packard and Enid. What do you think will happen at the dinner? Discuss your answers in a small group. Then write an ending to the play based on what you know about each character's personality.

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Discuss It

For this discussion activity, you can choose to have students discuss in pairs, in groups, or as a class.

3 Guided Practice Lesson 11

Read the story. Then answer the questions.

adapted from The Call of the Wild
by Jack London

A CLOSER LOOK
Third-person omniscient is when the narrator knows the thoughts and feelings of all the characters in the story. **Third-person limited** is when the narrator knows only the thoughts and feelings of one character.

Who is narrating this story? Underline words that show whether a first-, second-, or third-person narrator tells this story.

1 The dominant primordial beast was strong in Buck, and under the fierce conditions of trail life it grew and grew. Yet it was a secret growth. His newborn cunning gave him poise and control. He was too busy adjusting himself to the new life to feel at ease, and not only did he not pick fights, but he avoided them whenever possible. A certain deliberateness characterized his attitude. He was not prone to rashness and hasty action; and in the bitter hatred between him and Spitz he betrayed no impatience, shunned all offensive acts.

2 On the other hand, possibly because he divined in Buck a dangerous rival, Spitz never lost an opportunity of showing his teeth. He even went out of his way to bully Buck, striving constantly to start the fight which could end only in the death of one or the other. Early in the trip this might have taken place had it not been for an unusual accident. At the end of this day, they made a bleak and miserable camp on the shore of Lake Le Barge. Driving snow, a wind that cut like a white-hot knife, and darkness had forced them to grope for a camping place. They could hardly have fared worse. At their backs rose a perpendicular wall of rock, and Perrault and François were compelled to make their fire and spread their sleeping robes on the ice of the lake itself. The tent they had discarded at Dyea in order to travel light. A few sticks of driftwood furnished them with a fire that thawed down through the ice and left them to eat sapper in the dark.

3 Close in under the sheltering rock Buck made his nest. So snug and warm was it, that he was reluctant to leave it when François distributed the fish which he had first thawed over the fire. But when Buck finished his ration and returned, he found his nest occupied. A warning snarl told him that the trespasser was Spitz. Till now Buck had avoided trouble with his enemy, but this was too much. The beast in him roared. He sprang upon Spitz with a fury which surprised them both, and Spitz, particularly, for his whole experience with Buck had gone to teach him that his rival was an unusually timid dog, who managed to hold his own only because of his great weight and size.

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Guided Practice

Title: The Call of the Wild
Genre: Realistic Fiction
Lexile® Measure: 1060L

Students should complete the Guided Practice section on their own. Offer assistance as needed, pointing out the A Closer Look and Hint call-out boxes along the left side of the page.

Vocabulary

divined, dominant, poise, primordial, timid

3 Guided Practice Lesson 11

Whose thoughts and feelings can the reader follow?

1 Part A
What is the point of view of this story?
A first person
B second person
C third-person limited
D third-person omniscient

Part B
Which line from the story contains the best evidence to support your answer to Part A?
A "So snug and warm was it, that he was reluctant to leave it."
B "under the fierce conditions of trail life it grew and grew"
C "The tent they had discarded at Dyea in order to travel light."
D "At the end of this day, they made a bleak and miserable camp"

How does Buck feel about Spitz stealing his warm sleeping spot?

2 How does losing his nest affect Buck's actions towards Spitz?
A He felt impatient about Spitz.
B He was angry enough to fight Spitz.
C He showed Spitz his teeth.
D He was timid towards Spitz.

Imagine what Spitz is thinking based on how he acts.

3 How might the events of this excerpt be different if told from Spitz's point of view?
Spitz would describe events as they relate to his struggle for power. He might reveal how he views Buck as a rival. He also might describe their escalating competition and his plans to take over leadership of the pack.

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Media/Research Activity

Have students use Internet and library resources to learn more about the 1890s Klondike Gold Rush in the Yukon, the setting for this story. Ask students to share their findings with the class.

4 Independent Practice

Title: Classroom Politics
Genre: Realistic Fiction
Lexile® Measure: 860L

Have students complete the Independent Practice on their own. Students can complete it at home, or during class.

Vocabulary

advance, clamoring, drifted, landslide, profile

Writing Activity

Have students pretend that they are running for an office in an organization, club, or sports team. Ask students to create their own candidate profile like the one Tina created in the story. Then ask students to share their profiles with the class.

4 Independent Practice Lesson 11

Read the story. Then answer the questions.

Classroom Politics

1 It seemed like the hands of the school clock would never advance. I impatiently tapped my pencil. Then I glanced at the clock again. Finally, an entire minute ticked by. This afternoon the school newspaper would be distributed, and I wanted to get the first copy off the press.

2 Finally, the bell rang, releasing my sixth-grade class. I raced to the lobby and eagerly grabbed a copy. Soon my friends surrounded me, clamoring for me to read my editorial: "Why I'm Running for Student Council Secretary," by Tina Rodriguez."

3 I took a deep breath and read my candidate profile, which detailed my hobbies, including playing on the girls' basketball team and volunteering with a horseback-riding program for kids with disabilities. One paragraph listed my leadership abilities. It contained quotes from teachers declaring that I'm organized and responsible, and that I enjoy writing and giving speeches. I also outlined how my contributions would help improve the school.

4 I wrapped up my editorial by thanking all of my friends. "I couldn't run for secretary without my terrific friends, who helped me make posters, hand out fliers, and always gave me moral support," I read. My friends applauded loudly.

5 The following week the results were in: I won by a landslide! "I'm so excited," I told my cheering friends as they waved their *Tina for Secretary* banners. "I couldn't have become secretary without your help, and I'm going to plan a celebration party with pizza and movies as soon as I can!"

6 However, as I walked home that day, Christa joined me. Even though she was also in the sixth grade, she had rarely spoken to me before. "Great job on the secretary win, Tina," Christa said, putting her arm across my shoulder. She told me that she would be interested in learning more about the horseback-riding program, and that we should get together to talk soon.

7 I knew Christa was one of the most popular girls in sixth grade. I must admit that I felt flattered that Christa suddenly wanted to become friends. I daydreamed about all the fun I would have hanging out with Christa. So it wasn't a total surprise that I completely forgot the pizza party I had promised my own friends.

8 My mind was on another party: Christa's birthday party. She invited me and promised to introduce me to all the popular kids that she hung out with. I did hint about inviting my friends who had worked so hard on my campaign, but Christa ignored my suggestion.

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4 Independent Practice Lesson 11

9 That evening, I ran into my friends at the library. They eagerly gathered around to ask about how the horseback-riding program was going. That reminded me that even though Christa had expressed interest in the program, she had never asked me for more information. I pushed that thought out of my mind and instead asked my friends advice about what gift to buy Christa for her birthday. When I mentioned that I was invited to her party, my friends were disappointed. As they drifted away, I knew what I had to do.

10 The next day at school, I found Christa and told her that I had forgotten that I had a previous engagement. Christa reminded me that all the popular kids would be at her birthday party. I told her that I thought it was important to keep politics out of your personal life. Then I went off to find my friends. After all, I *did* have a previous engagement: the pizza party I promised my true friends!

1 Part A
What is the point of view of this story?

A first person
 B second person
 C third-person limited
 D third-person omniscient

Part B
Which sentence from the story contains the best evidence to support your answer to Part A?

A "It seemed like the hands of the school clock would never advance."
 B "I took a deep breath and read my candidate profile."
 C "They eagerly gathered around to ask about how the horseback-riding program was going."
 D "Finally, an entire minute ticked by."

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6.RL.3.2
DOK 1

6.RL.3.2
DOK 1

4 Independent Practice Answer Analysis

1 PART A Choice A is correct because the story is told from the first-person point of view. The narrator uses the pronoun *I* and tells her thoughts, feelings, and actions. Choice B is incorrect because the narrator does not tell the story from the second-person point of view or use the pronoun *you*. Choice C and D are incorrect because the narrator does not tell the story from a third-person point of view. The narrator does not use the pronoun *she* to describe Tina.

PART B Choice B is correct because it contains the first-person pronoun *I* that shows that the character is the narrator. Choices A, C, and D are incorrect because they do not include pronouns about the protagonist.

4 Independent Practice Lesson 11

2 How does the narrator's point of view influence the mood in paragraph 9?

Tina is eager to attend Christa's birthday party, although she grasps that Christa might not be really concerned about Tina's interests. She describes the events in a way that shows she suddenly realizes that her friends are upset that she's excluding them.

3 How does the author develop Tina's point of view?

Tina seems to be an intelligent girl who is a natural leader and is respected by her friends. You get a good idea of what her interests are. She is briefly tempted to trade her sudden popularity after the school election for friendship with the popular kids, but she realizes what is really important in the end.

4 Describe how the events in this story might be different if told from Christa's point of view.

Christa would describe events as they relate to her birthday party. She would tell you how popular she was and why she suddenly wants to become friends with Tina. Christa would probably have a strong reaction to Tina's decision not to attend her party, but she wouldn't let it spoil her fun.

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6.RL.3.2
DOK 2

6.RL.3.2
DOK 3

6.RL.3.2
DOK 3

2 Answers should include details about how excited Tina was to be invited to Christa's birthday party. They should also include how Tina eagerly describes the events to her friends, only to realize that they are upset that Tina is excluding them. She also realizes that Christa doesn't seem to really care about Tina's interests.

3 Answers should tell that Tina is an intelligent girl who seems to be a natural leader. Tina is respected by her friends and classmates. When she is elected, she finds that the popular students ask to do things with them. She is tempted to do things with the popular kids but soon realizes who her real friends are.

4 Answers should include details about how Christa would tell about the events as they relate to her birthday party. She would explain why she wants to be friends with Tina. Christa would also tell how she feels about Tina's decision not to come to her party.