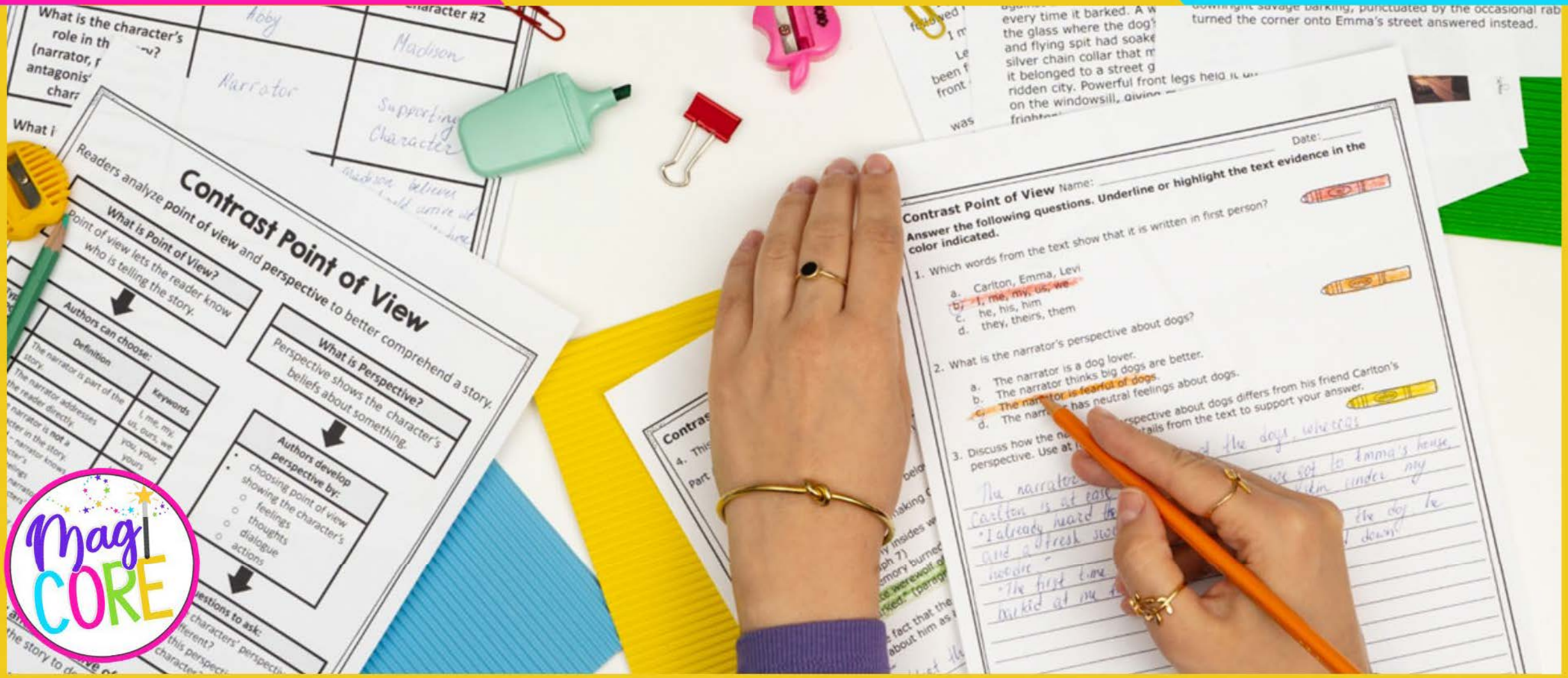
FICTION

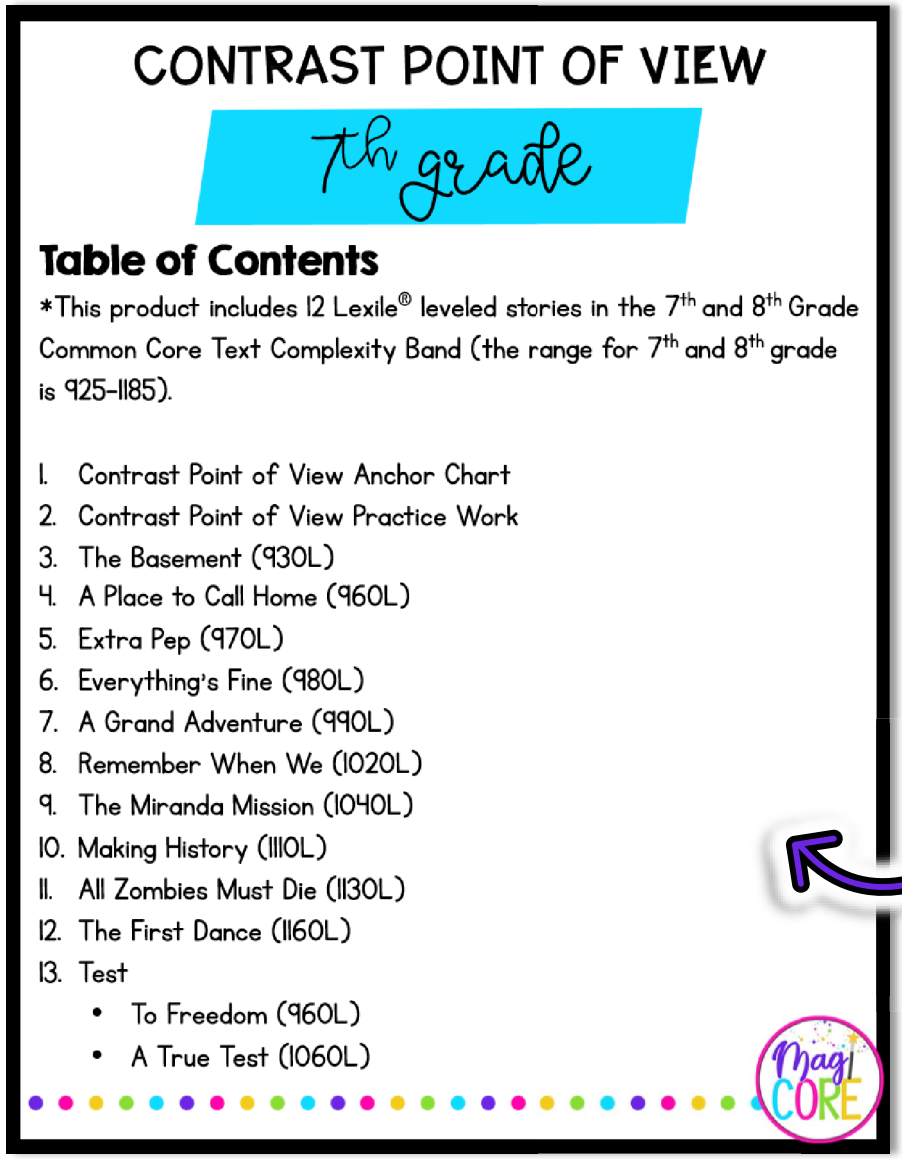
7TH GRADE

RL. 7.6



DEVELOP & CONTRAST THE POINT OF VIEW

WHAT'S INSIDE?



CONTRAST POINT OF VIEW

7th grade

Table of Contents

*This product includes 12 Lexile® leveled stories in the 7th and 8th Grade Common Core Text Complexity Band (the range for 7th and 8th grade is 925-1185).

1. Contrast Point of View Anchor Chart
2. Contrast Point of View Practice Work
3. The Basement (930L)
4. A Place to Call Home (960L)
5. Extra Pep (970L)
6. Everything's Fine (980L)
7. A Grand Adventure (990L)
8. Remember When We (1020L)
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13. Test
    - To Freedom (960L)
    - A True Test (1060L)

PRINTABLE PDFs covering the 7th grade text complexity band with Certified Lexile Levels.

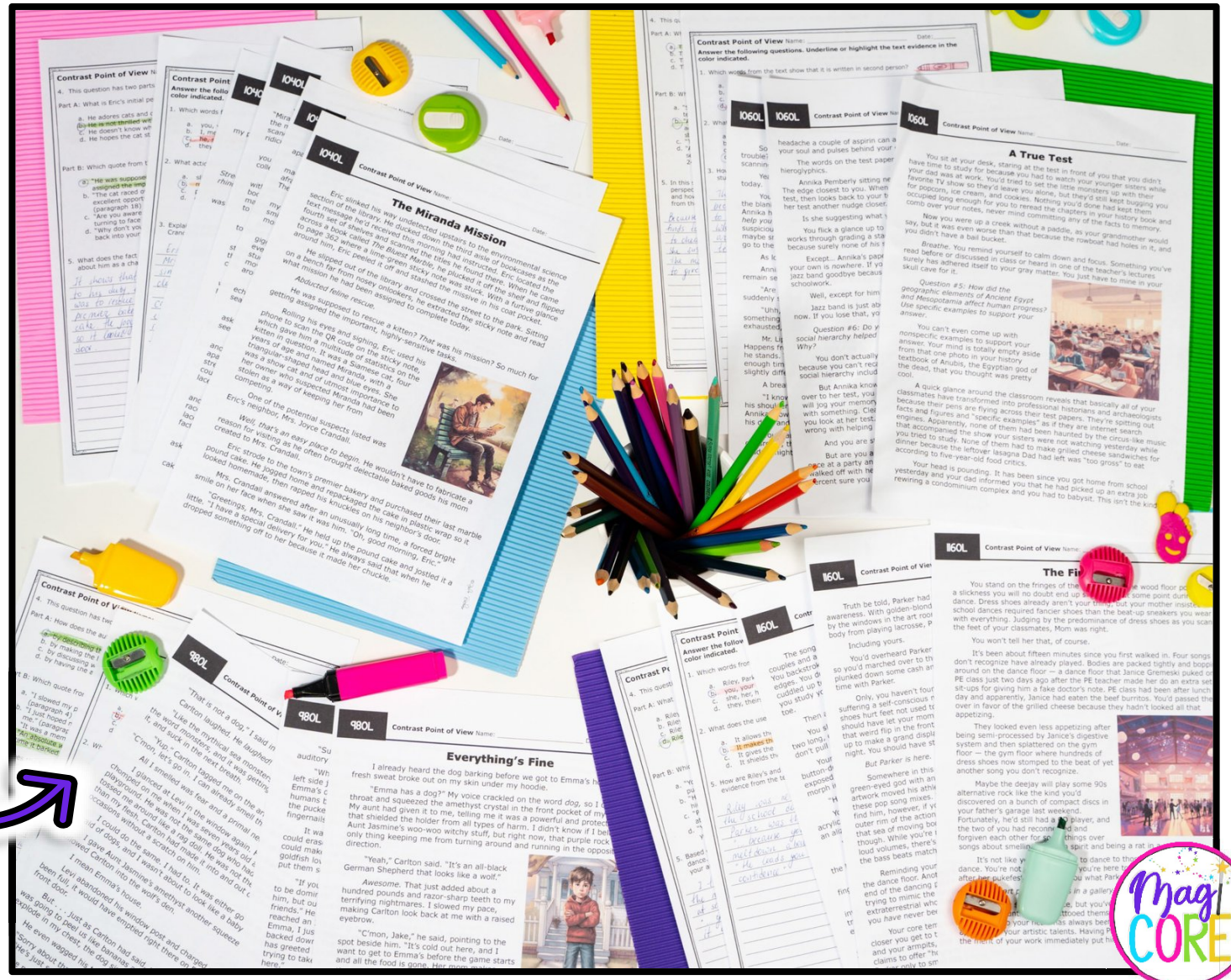
- Anchor chart and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on fiction reading passages

Printable Slides Included

LEXILE®

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.



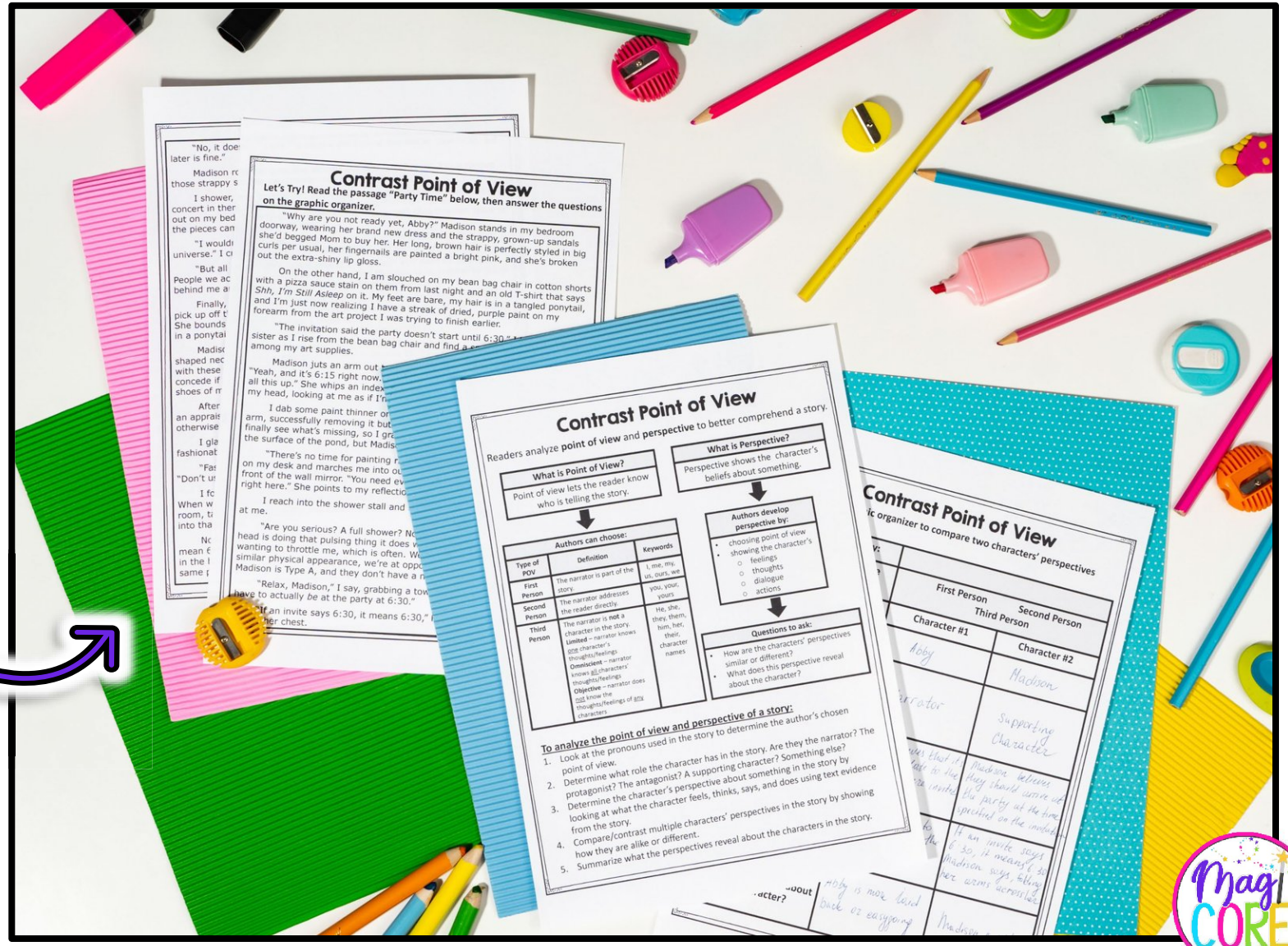
QUESTIONS

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



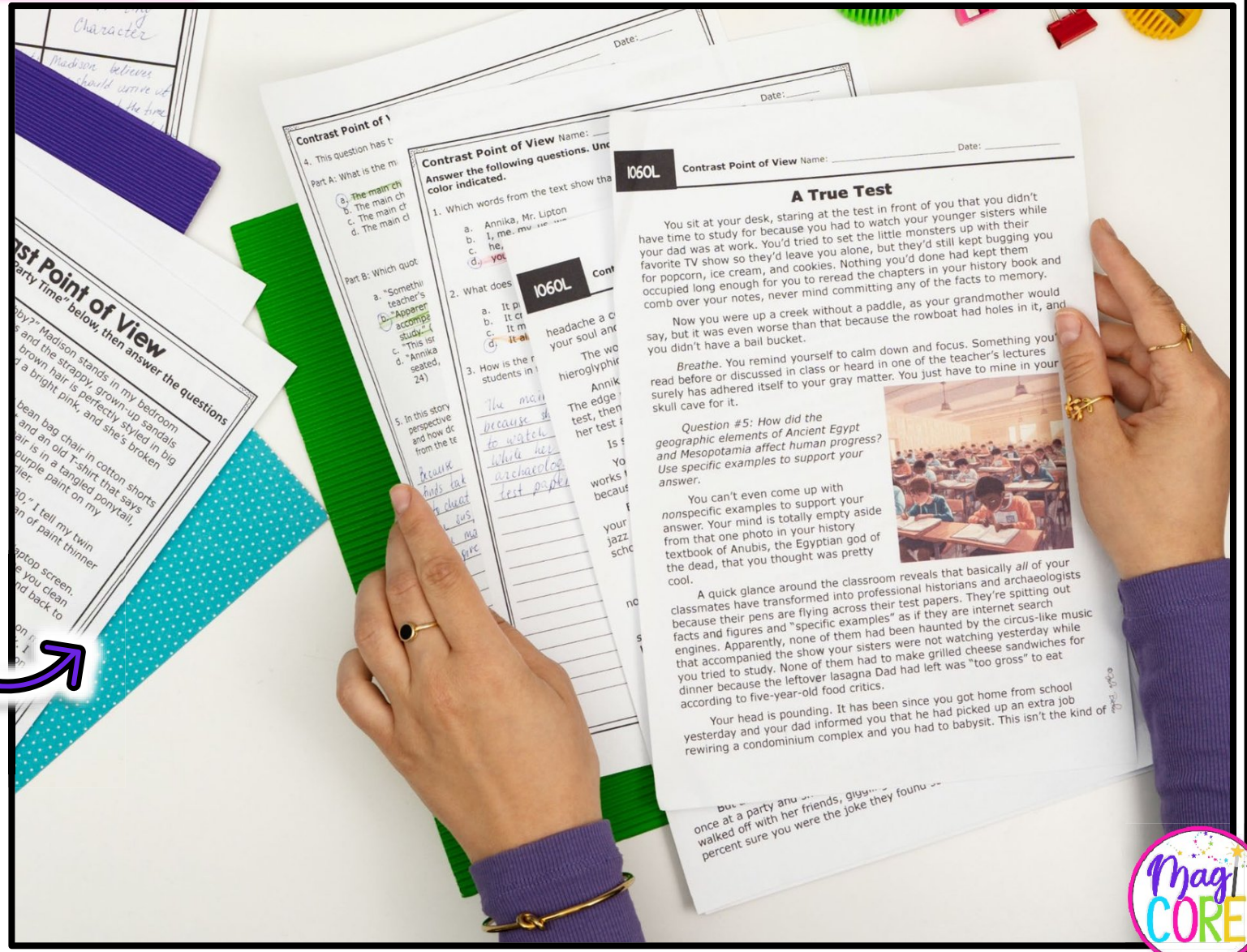
ANCHOR CHART

- Anchor chart breaking down contrasting 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



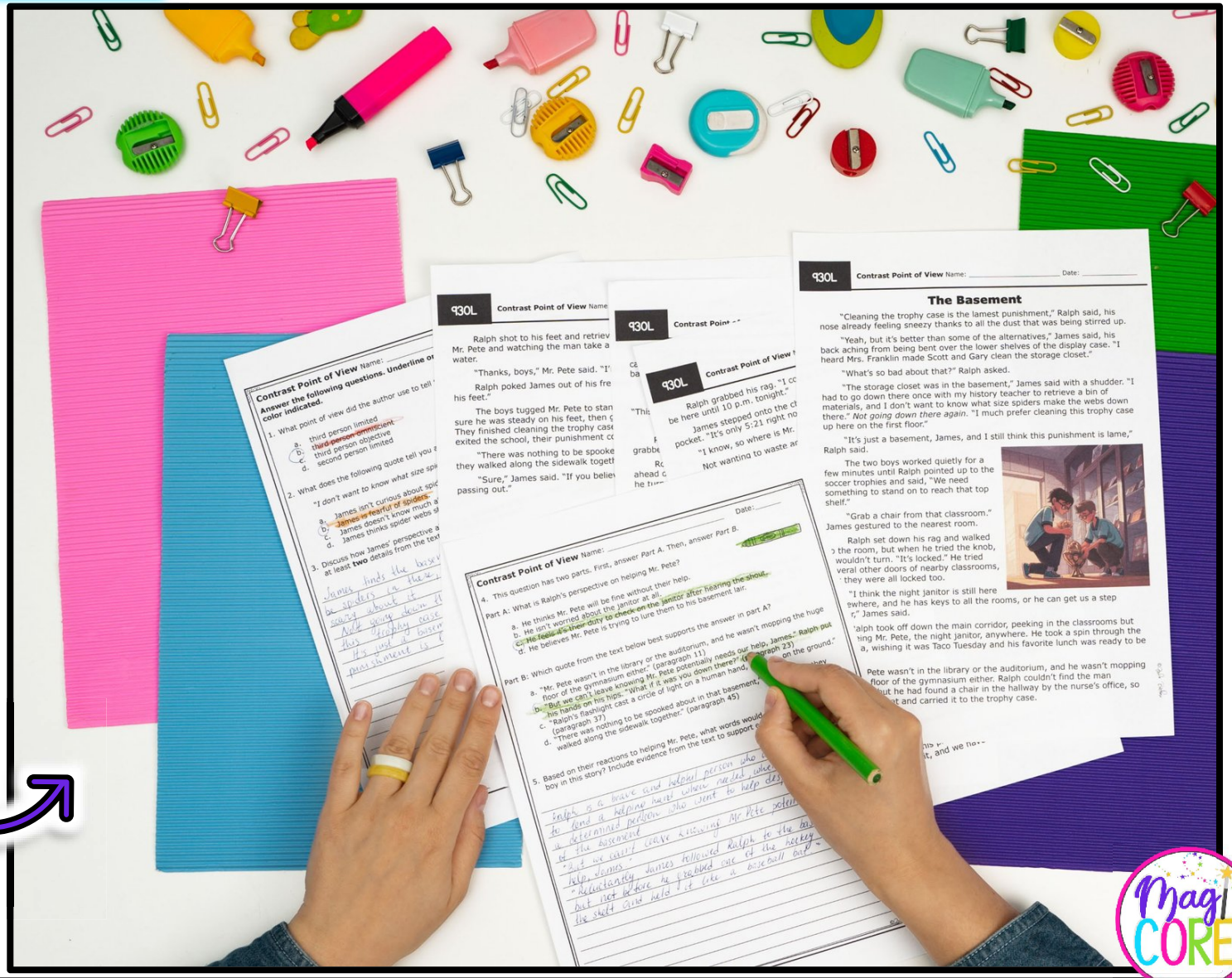
ASSESSMENTS

- 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



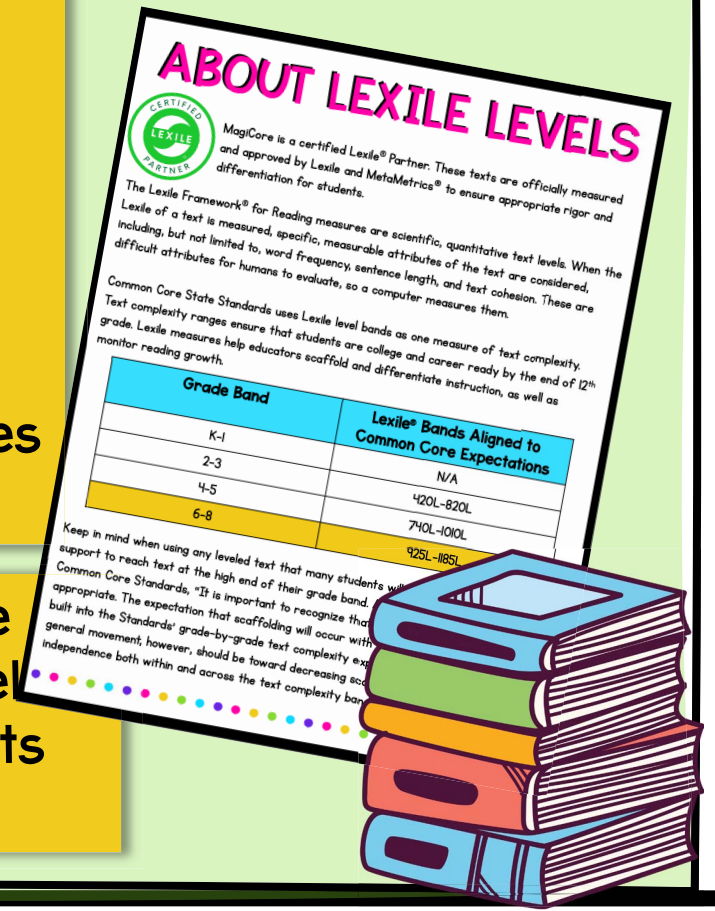
ALIGNS TO SCIENCE OF READING

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 exposure to linguistic and textural features, putting them further behind.

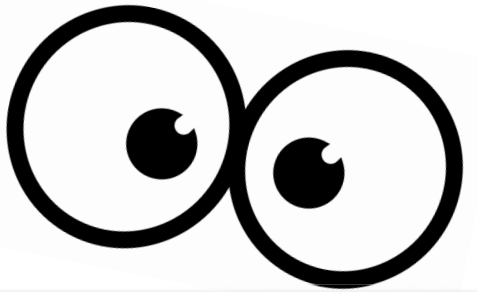
Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.



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.

TAKE A PEEK



Contrast Point of View

Readers analyze **point of view** and **perspective** to better comprehend a story.

What is Point of View?

Point of view lets the reader know who is telling the story.

What is Perspective?

Perspective shows the character's beliefs about something.

Authors can choose:

Type of POV	Definition	Keywords
First Person	The narrator is part of the story.	I, me, my, us, ours, we
Second Person	The narrator addresses the reader directly.	you, your, yours
Third Person	The narrator is **not** a character in the story. **Limited** – narrator knows <u>one</u> character's thoughts/feelings **Omniscient** – narrator knows <u>all</u> characters' thoughts/feelings **Objective** – narrator does <u>not</u> know the thoughts/feelings of <u>any</u> characters	He, she, they, them, him, her, their, character names

Authors develop perspective by:

- choosing point of view
- showing the character's
  - feelings
  - thoughts
  - dialogue
  - actions

Questions to ask:

- How are the characters' perspectives similar or different?
- What does this perspective reveal about the character?

<u>To analyze the point of view and perspective of a story:</u>

1. Look at the pronouns used in the story to determine the author's chosen point of view.
2. Determine what role the character has in the story. Are they the narrator? The protagonist? The antagonist? A supporting character? Something else?
3. Determine the character's perspective about something in the story by looking at what the character feels, thinks, says, and does using text evidence from the story.
4. Compare/contrast multiple characters' perspectives in the story by showing how they are alike or different.
5. Summarize what the perspectives reveal about the characters in the story.

Contrast Point of View

Let's Try! Read the passage "Party Time" below, then answer the questions on the graphic organizer.

"Why are you not ready yet, Abby?" Madison stands in my bedroom doorway, wearing her brand new dress and the strappy, grown-up sandals she'd begged Mom to buy her. Her long, brown hair is perfectly styled in big curls per usual, her fingernails are painted a bright pink, and she's broken out the extra-shiny lip gloss.

On the other hand, I am slouched on my bean bag chair in cotton shorts with a pizza sauce stain on them from last night and an old T-shirt that says *Shh, I'm Still Asleep* on it. My feet are bare, my hair is in a tangled ponytail, and I'm just now realizing I have a streak of dried, purple paint on my forearm from the art project I was trying to finish earlier.

"The invitation said the party doesn't start until 6:30," I tell my twin sister as I rise from the bean bag chair and find a small can of paint thinner among my art supplies.

Madison juts an arm out toward the time display on my laptop screen. "Yeah, and it's 6:15 right now. We're going to be late by the time you clean all this up." She whips an index finger from my head to my toes and back to my head, looking at me as if I'm a hideous swamp monster.

I dab some paint thinner onto a rag and wipe at the paint streak on my arm, successfully removing it but then catching a glimpse of my artwork. I finally see what's missing, so I grab a paintbrush to add more reflections on the surface of the pond, but Madison rips the brush from my grip.

"There's no time for painting right now!" She slaps the paintbrush down on my desk and marches me into our shared bathroom, depositing me in front of the wall mirror. "You need every minute to work on this piece of art right here." She points to my reflection, and honestly, she's not wrong.

I reach into the shower stall and turn on the water, but Madison shrieks at me.

"Are you serious? A full shower? Now?" That vein on the side of her head is doing that pulsing thing it does whenever she's on the verge of wanting to throttle me, which is often. We're twins, but other than sharing a similar physical appearance, we're at opposite ends of the continuum. Madison is Type A, and they don't have a name for whatever type I am.

"Relax, Madison," I say, grabbing a towel from the closet. "We don't have to actually *be* at the party at 6:30."

"If an invite says 6:30, it means 6:30," Madison says, folding her arms across her chest.

Contrast Point of View

Fill in the graphic organizer to compare two characters' perspectives from the story.

Title of the story:		
Point of view of the story: (circle one)	First Person Second Person Third Person	
	Character #1	Character #2
What is the character's name?		
What is the character's role in the story? (narrator, protagonist, antagonist, supporting character, etc.)		
What is the character's perspective about something in the story?		
What text evidence supports the perspective?		
What does the perspective reveal about the character?		

Magic CORE

AND ANOTHER PEEK

960L **Contrast Point of View** Name: _____ Date: _____

A Place to Call Home

Yeodyn pulled back on her bow, an arrow notched and ready to soar toward her target which, in this case, was a beefy ogre who had her friend, Milos, in his wagon cage. The ogre had swept through the village market and captured several elves. A little asking around had informed Yeodyn that the ogre king, Grossel, was planning to mine at the foothills of Mount Aradell.

Well, King Grossel would not be using Milos or any of the other elves as miners in whatever nonsense he was involved in now.

Squinting one eye from the top of the hill she occupied, Yeodyn lined up her shot, aimed right for the ogre's chest, and let go of the bowstring and arrow.

But the arrow did not launch as she had expected it to, as it had on every other occasion of her using her bow. Instead, the arrow hovered in the air as if suspended by invisible strings. She lowered her bow and circled her hand around the arrow, but no strings held it stationary.



"Killing that ogre will be akin to kicking a hornet's nest," a voice said behind Yeodyn. "He may fall, but dozens more ogres will emerge, and you'll never see your friend again."

Slowly, Yeodyn turned to find a male in a long, black cloak, his pale purple eyes alerting her to the fact that he was a mage. Her mother had warned her about mages, saying they were not to be trusted. They had the ability to harness the elements and weave spells and change perception.

Yeodyn snatched her arrow and immediately notched it in her bow, aiming now at the mage instead of the ogre. "There is only one ogre with the wagon cage," she said, "and this arrow is meant for him. Do not make me waste it on you."

The mage put up his hands, a faint smile tilting up his lips as he regarded her. He lowered his hood to reveal jet-black hair that hung to his shoulders, some of it hooked behind his left ear.

A pointed ear, like hers.

"You are elf *and* mage?" Her mother had never said anything about elves who possessed magic.

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Contrast Point of View Name: _____ Date:_____

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

1. Which point of view did the author choose to tell this story?

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

2. How are Yeodyn's and Walvir's perspectives about attacking ogres different?

   a. Yeodyn wants to outsmart the ogres, but Walvir wants to use magic.
   b. Yeodyn wants to let the ogres go, but Walvir doesn't.
   c. Yeodyn wants to attack the one ogre, but Walvir knows there are many ogres to come.
   d. Yeodyn wants to follow the ogres to the king, but Walvir wants to attack now.

3. What specific motivations do Yeodyn and Walvir each have to eliminate ogres? Use evidence from the text to support your answer.

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Contrast Point of View Name: _____ Date:_____

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

Part A: How does Yeodyn feel about Walvir being caught between being an elf and a mage?

   a. angry
   b. sympathetic
   c. guilty
   d. suspicious

Part B: Which quote from the text below best supports the answer in part A?

   a. "Yeodyn snatched her arrow and immediately notched it in her bow, aiming now at the mage instead of the ogre." (paragraph 7)
   b. "That must plague you," Yeodyn said for so much of who she was and what she did was tied to her elven heritage." (paragraph 14)
   c. "Where do you call home then? Where are your parents?" (paragraph 27)
   d. "I am just a passerby." Walvir pulled up his hood and started to walk away, but Yeodyn tugged him back by his cloak sleeve." (paragraph 35)

5. Based on this story, how would Yeodyn most likely have felt if the ogres had succeeded in taking Milos and the other elves? Provide evidence from the text to support your response.

MagiCORE

CHECK THIS OUT TOO!

1020L **Contrast Point of View** Name: _____ Date: _____

Remember When We

I stood outside my grandfather's room, a three-hundred-piece puzzle of a Niagara Falls scene and a package of gummy bears tucked under my arm. I'd promised my mother I'd visit him by myself while she and my dad were on vacation in Hawaii for two weeks and I was staying with my aunt, but honestly, I'd been dreading fulfilling that promise.

Sure, I loved Gramps, and we used to spend entire summers together when I was younger while my parents were at work. We'd tended Gramps' garden where he grew enough veggies that we'd put them in baskets and bring them to the neighbors. We'd built treehouses and blanket forts and watched every superhero movie ever made. We'd gone bike riding and hiking and swimming. Gramps had been the one who had taught me how to play baseball, and now I was an all-star player in my town's league with my eye on playing in high school and maybe beyond.

"You've got great hand-eye coordination," Gramps had said after my first game where I'd smashed a home run. "That's how you connect the bat with the ball, kid." I thought of him saying that every time it was my turn to bat, and every home run since then had been a dedication to my grandfather.



But Gramps didn't remember me now. He didn't even know my name or that we were related. His Alzheimer's had worsened, and though he was happy to have visitors, that was all I was to him — some random guest who happened to stop by his room at the assisted living facility. So many of the things I wanted to say to him started with the words *remember when we*, but he didn't remember when we, couldn't remember, wouldn't ever remember.

Sucking in a breath, I squared my shoulders and knocked on his door. Gramps never said to come in because he didn't realize that knocking meant someone wanted to be let in. I turned the knob and opened the door just a fraction so I could peek into the room.

Gramps sat in a powder blue easy chair facing the window. The staff at the assisted living facility said he liked to watch the birds at the feeder they'd

Contrast Point of View Name: _____ Date: _____

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

1. Which words from the text show that it is written in first person? (red)

   a. I, me, my, we
   b. Jeremy, Gramps
   c. you, your
   d. he, she, they

2. Why does the narrator dread visiting his grandfather? (orange)

   a. His grandfather is mean to him.
   b. His grandfather doesn't appreciate visits.
   c. His grandfather no longer remembers him.
   d. His grandfather only likes to do puzzles.

3. How does the author develop the narrator's perspective on spending time with his grandfather **before** Gramps' Alzheimer's diagnosis? Include details from the text to support your answer. (yellow)

Contrast Point of View Name: _____ Date: _____

4. This question has two parts. First, answer *Part A*. Then, answer *Part B*. (green)

Part A: What is the narrator's view of Alzheimer's?

   a. He's afraid of being diagnosed with it too.
   b. He thinks there are worse diseases to get.
   c. He's sure they'll have a cure when he gets to be Gramps' age.
   d. He believes memories aren't that important.

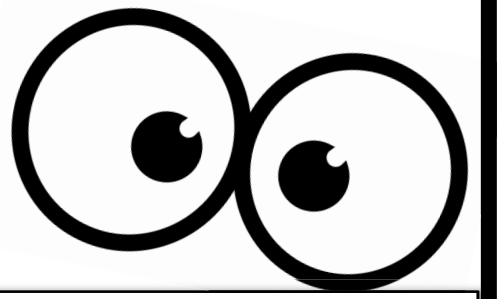
Part B: Which quote from the text below best supports the answer in part A?

   a. "... every home run since then had been a dedication to my grandfather." (paragraph 3)
   b. "I squinted, trying to remember, and then freaked out a bit when I couldn't recall right away." (paragraph 13)
   c. "What was really crazy was that before Alzheimer's, Gramps loathed puzzles." (paragraph 19)
   d. "Gramps methodically started turning over pieces so that they all had the image side facing up." (paragraph 23)

5. How are Jeremy's and Gramps' perspectives on their visit different? Include details from the text to support your response. (blue)

MagiCORE

DON'T FORGET THIS!



IIIOL **Contrast Point of View** Name: _____ Date: _____

Making History

"Remind me why I signed up for this experience." Divya checked her seatbelt for the eight thousandth time by tugging on it like it was rappelling gear. "I could have conducted a research study on the life cycles of Martian crogunes for my end-of-year project and stayed at home with my internet connection, spreadsheets, and data."

"That would have been boring, though, as crogunes only have three phases in their life cycles." Marc flicked switches on the dashboard in front of them, and Divya hoped he knew what he was doing. She'd worked with him on prepping for this launch for the entire semester, and she trusted him in theory, but anything could go wrong on their maiden flight. Sure, there was emergency personnel on the base should anything catastrophic occur, but that didn't mean those professionals could actually get to Divya or Marc in time to prevent any fatalities.



"Boring, perhaps," Divya said, "but much safer. I thought I'd like the adrenaline rush of launching a pod we'd designed ourselves over the semester, but so far, it's just given me a massive stomachache and a case of dry mouth, and last night I didn't catch even a second of sleep."

"Well, that all sounds unpleasant, but we've got this, Divya." Marc adjusted a few dials and checked energy levels before looking at her. "Every single simulation we have run pointed to a successful launch today, and the weather is cooperating with crystal clear skies, so there is absolutely no reason to worry."

"Which is, by itself, a reason to worry. Whenever everything looks perfect, it's probably because some grave mistake is being overlooked." Divya checked all the dials and levels herself to be sure Marc hadn't made any errors.

"You need to relax or you're not going to enjoy one moment of this flight." Marc readjusted one of the dials Divya had just touched and blocked her hand from touching it again. "All the settings are perfect, just the way we'd planned them to be, so quit fidgeting and worrying and stalling. We decided to do this project to be different, to make a statement, and to perhaps solve some of the engineering problems pod builders have been

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Contrast Point of View Name: _____ Date:_____

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

1. What point of view did the author choose for telling this story? red

   a. third person limited
   b. third person omniscient
   c. third person objective
   d. first person limited

2. Which quote from the story shows Marc's perspective about Divya? orange

   a. "All the settings are perfect, just the way we'd planned them to be..." (paragraph 6)
   b. "We've partnered with some of the best engineers in the galaxy..." (paragraph 6)
   c. "Look, the reason I agreed to work on this project with you was because you're a genius, Divya." (paragraph 15)
   d. "... we designed her using all our combined brainpower." (paragraph 22)

3. What causes Divya to have the perspective she has about taking this flight in the pod she and Marc have built? Use details from the text to support your answer. yellow

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Contrast Point of View Name: _____ Date:_____

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

Part A: Which word best describes how Divya feels about the launch? green

   a. anxious
   b. eager
   c. confident
   d. relieved

Part B: Which quote from the text below best supports the answer in part A?

   a. "I could have conducted a research study on the life cycles of Martian crogunes for my end-of-year project..." (paragraph 1)
   b. "... so far, it's just given me a massive stomachache and a case of dry mouth, and last night I didn't catch even a second of sleep." (paragraph 3)
   c. "All the settings are perfect, just the way we'd planned them to be..." (paragraph 6)
   d. "I figured two geniuses working together were destined to be successful..." (paragraph 17)

5. Discuss how Marc attempts to change Divya's perspective about the launch. Include details from the text to support your response. blue

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UPGRADE THEIR SKILLS!

The THEME AND CENTRAL IDEA Unit Contains:

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

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