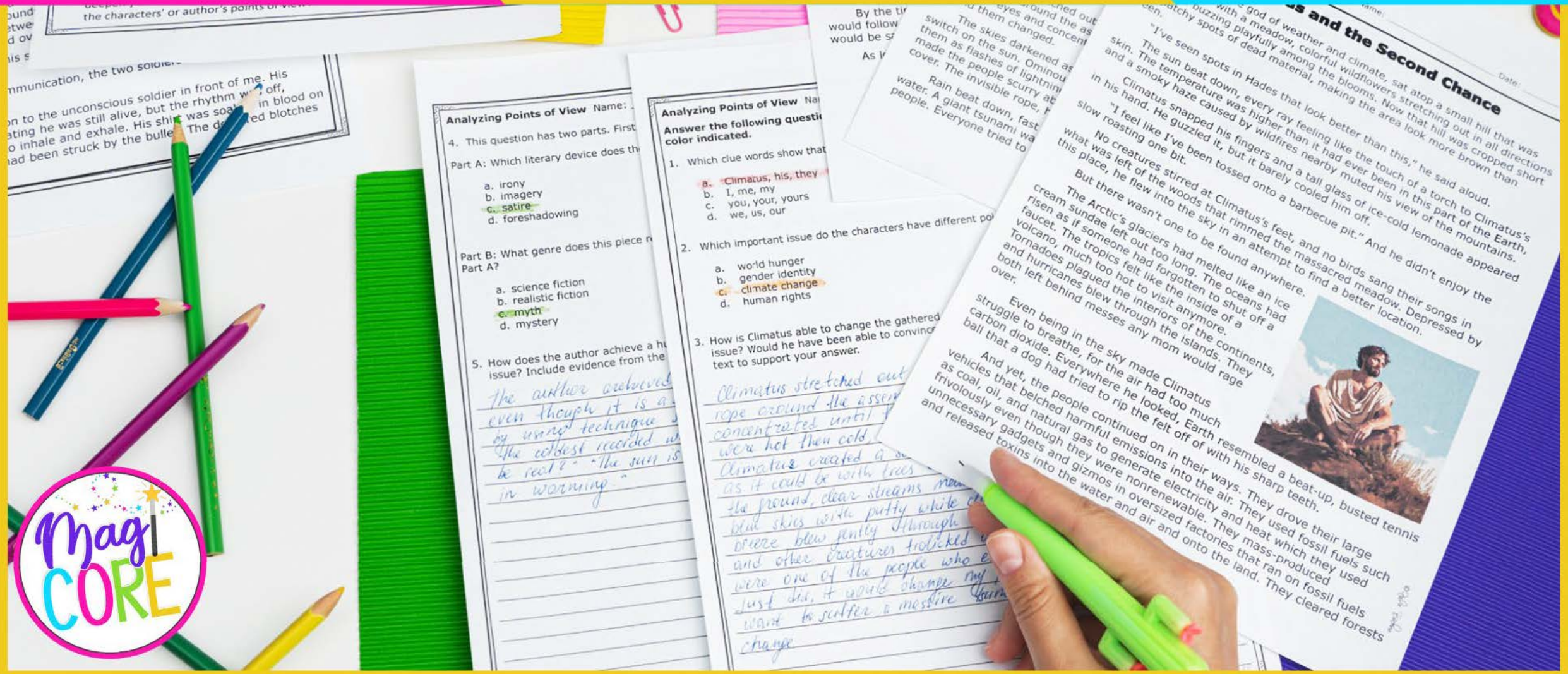
FICTION

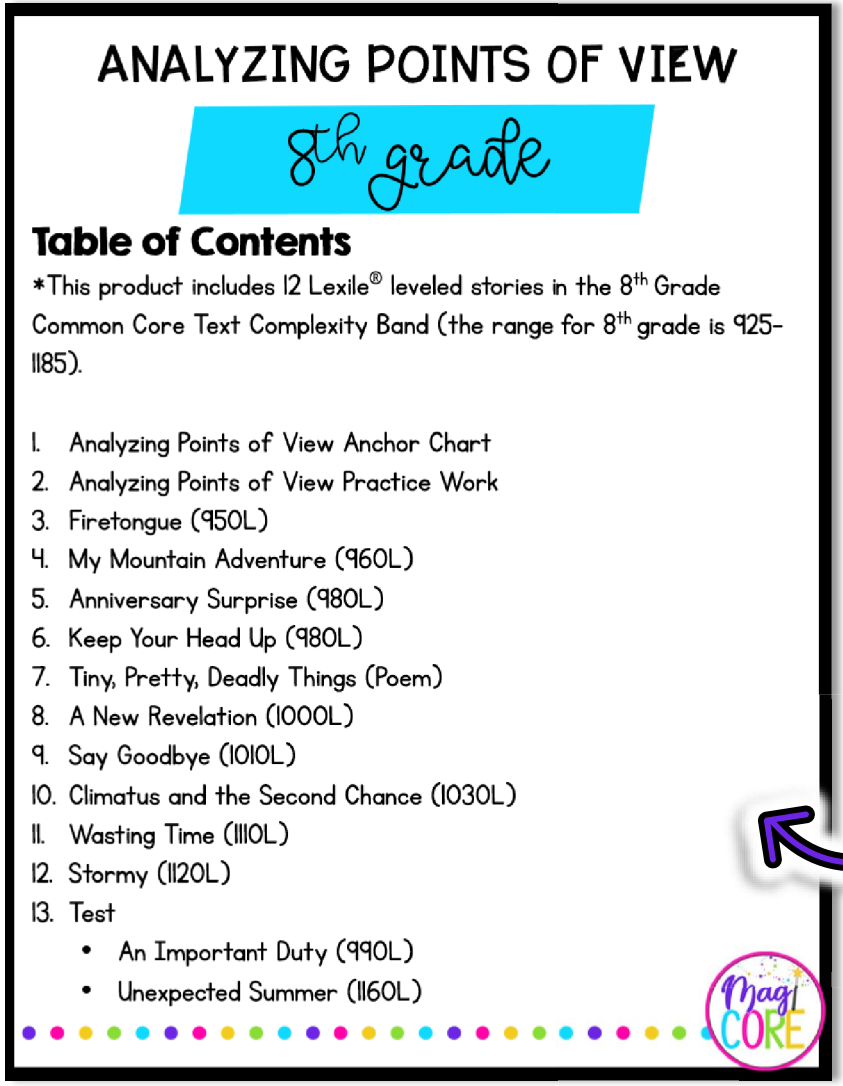
8TH GRADE

RL. 8.6



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)
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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.

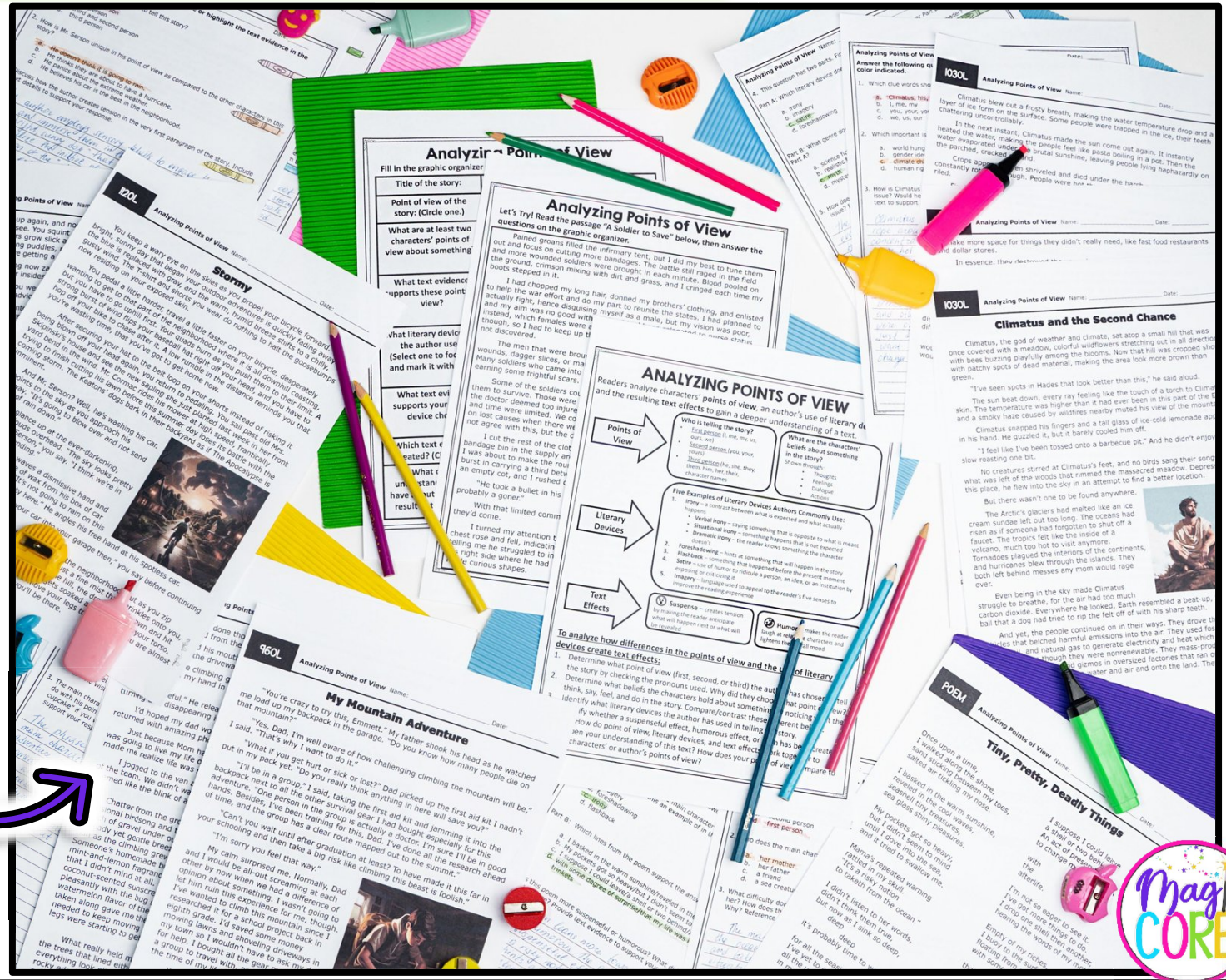
- Anchor chart and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on fiction reading passages

Printable Slides Included

LEXILE®

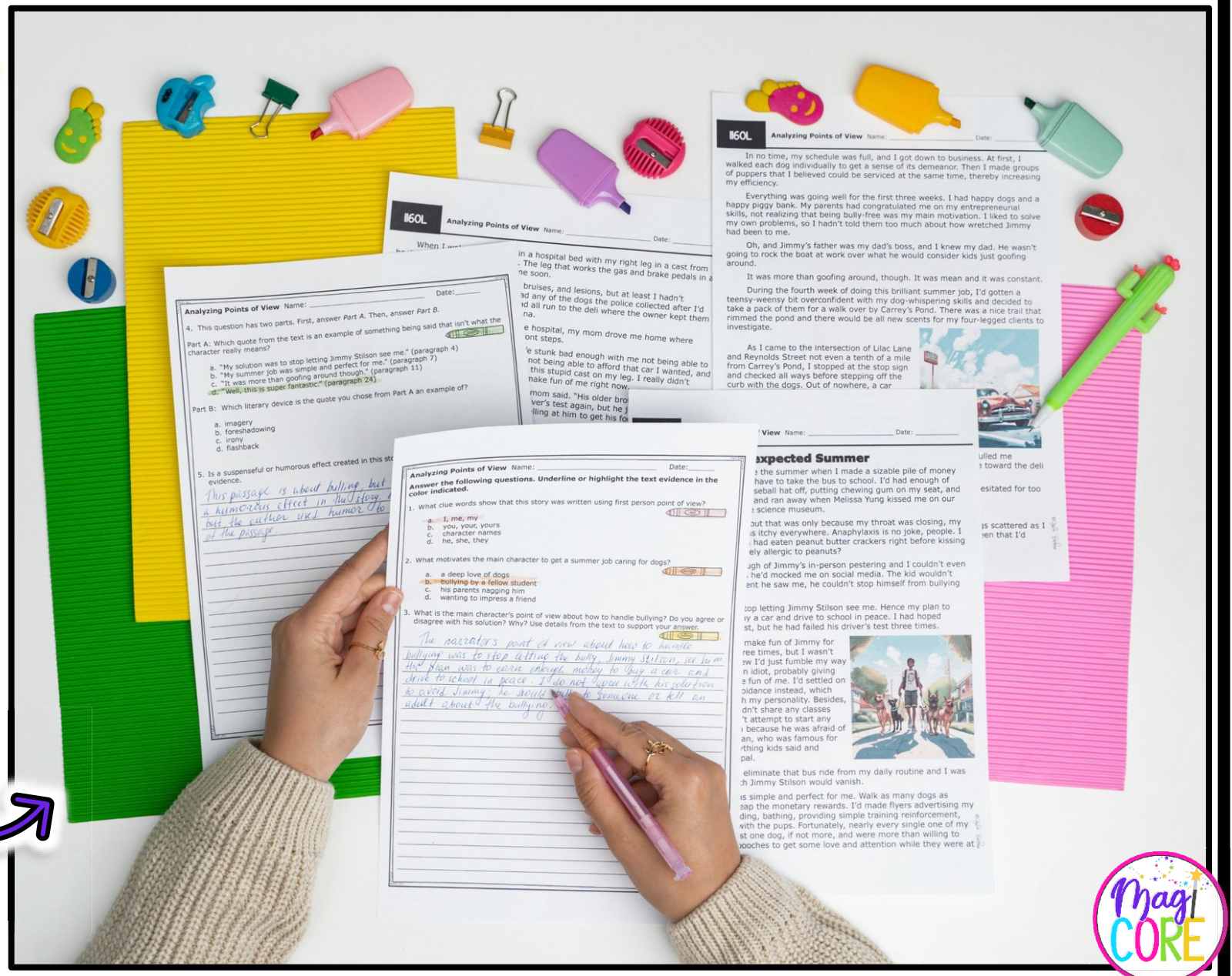
12 FICTION PASSAGES

- 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

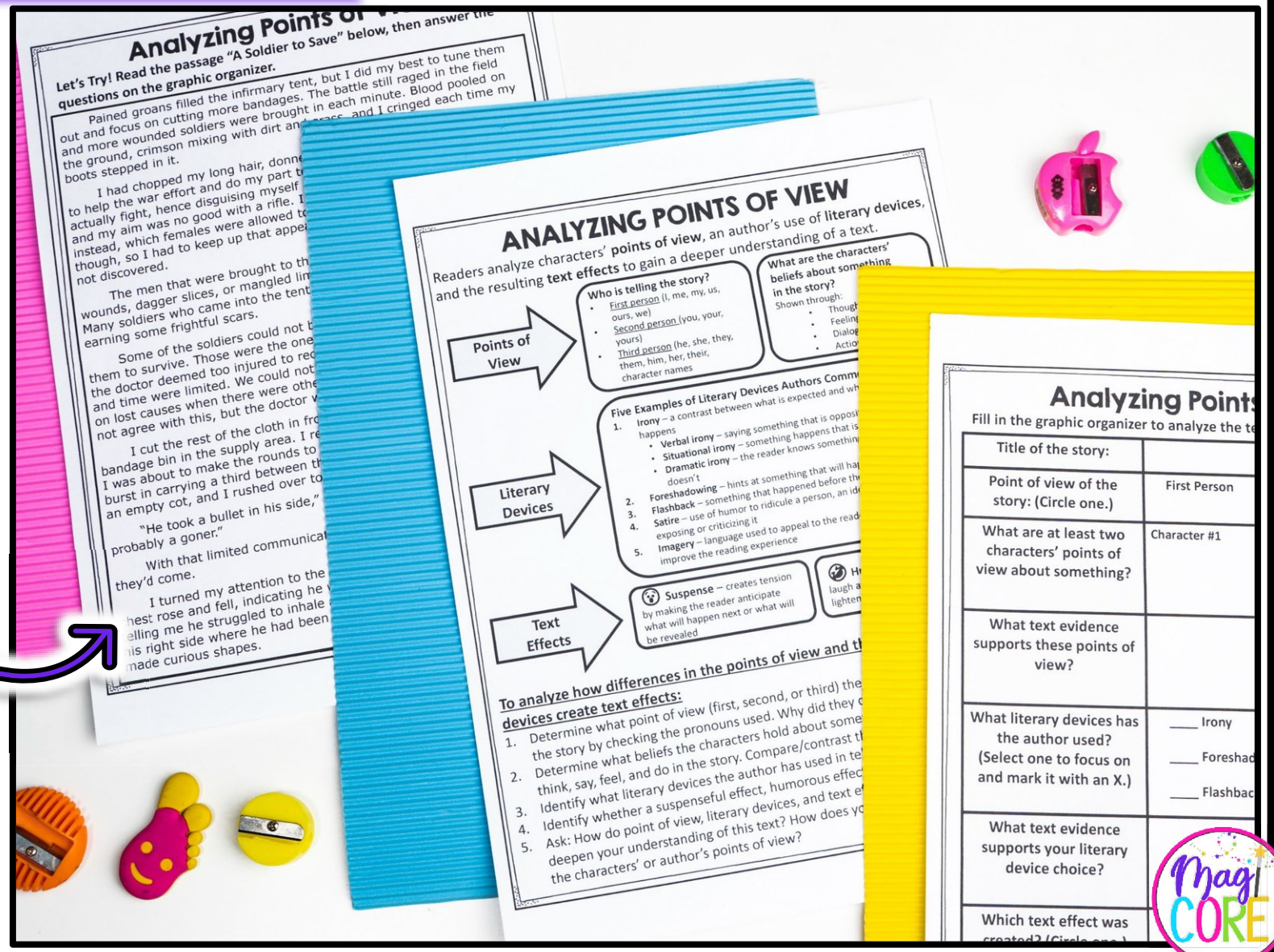
- Skill-focused, scaffolded questions
- Multiple choice and short answer
- Preps students for state testing
- Rigorous and research-based approach to questioning



Mag CORE

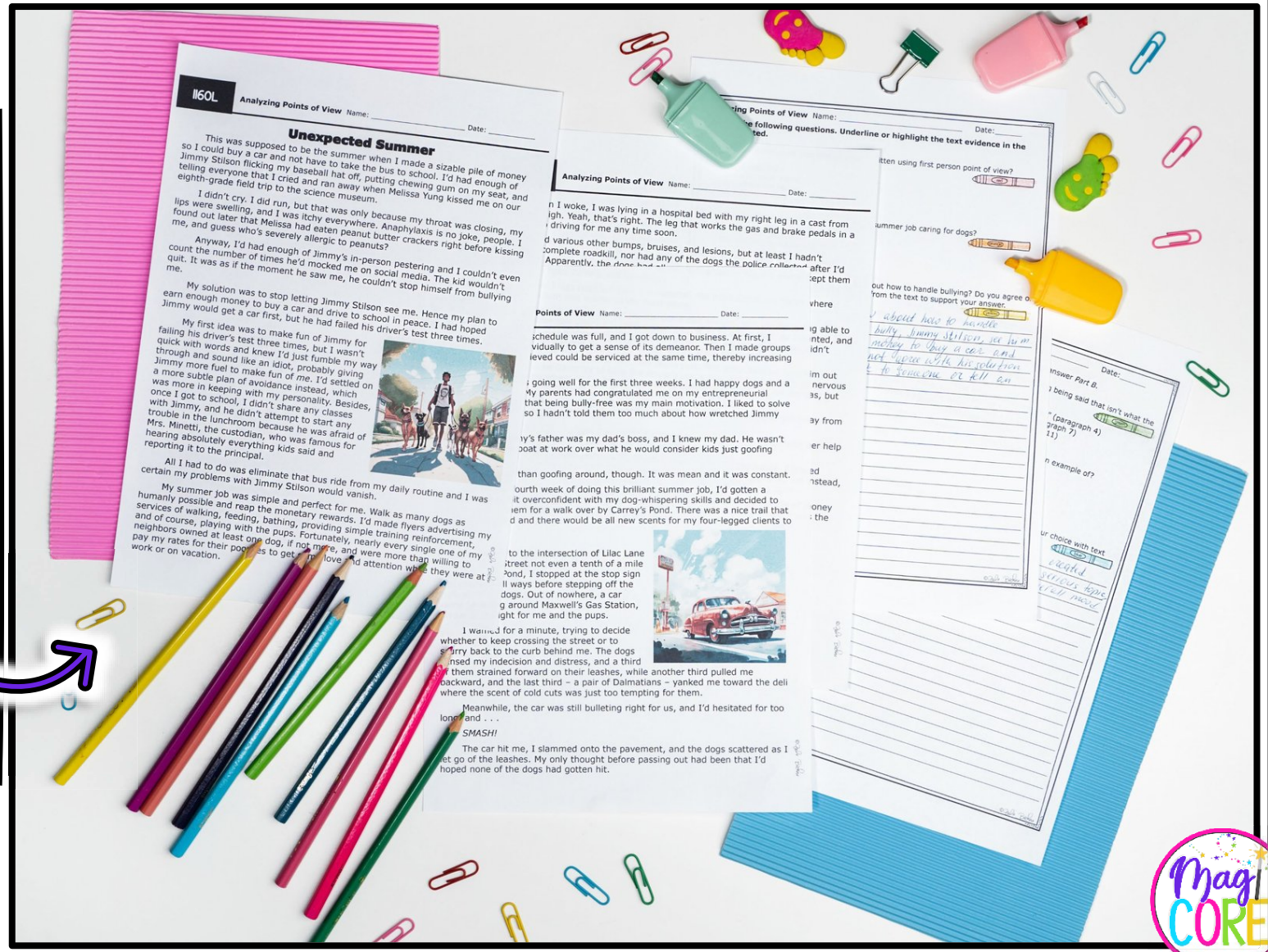
ANCHOR CHART

- 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



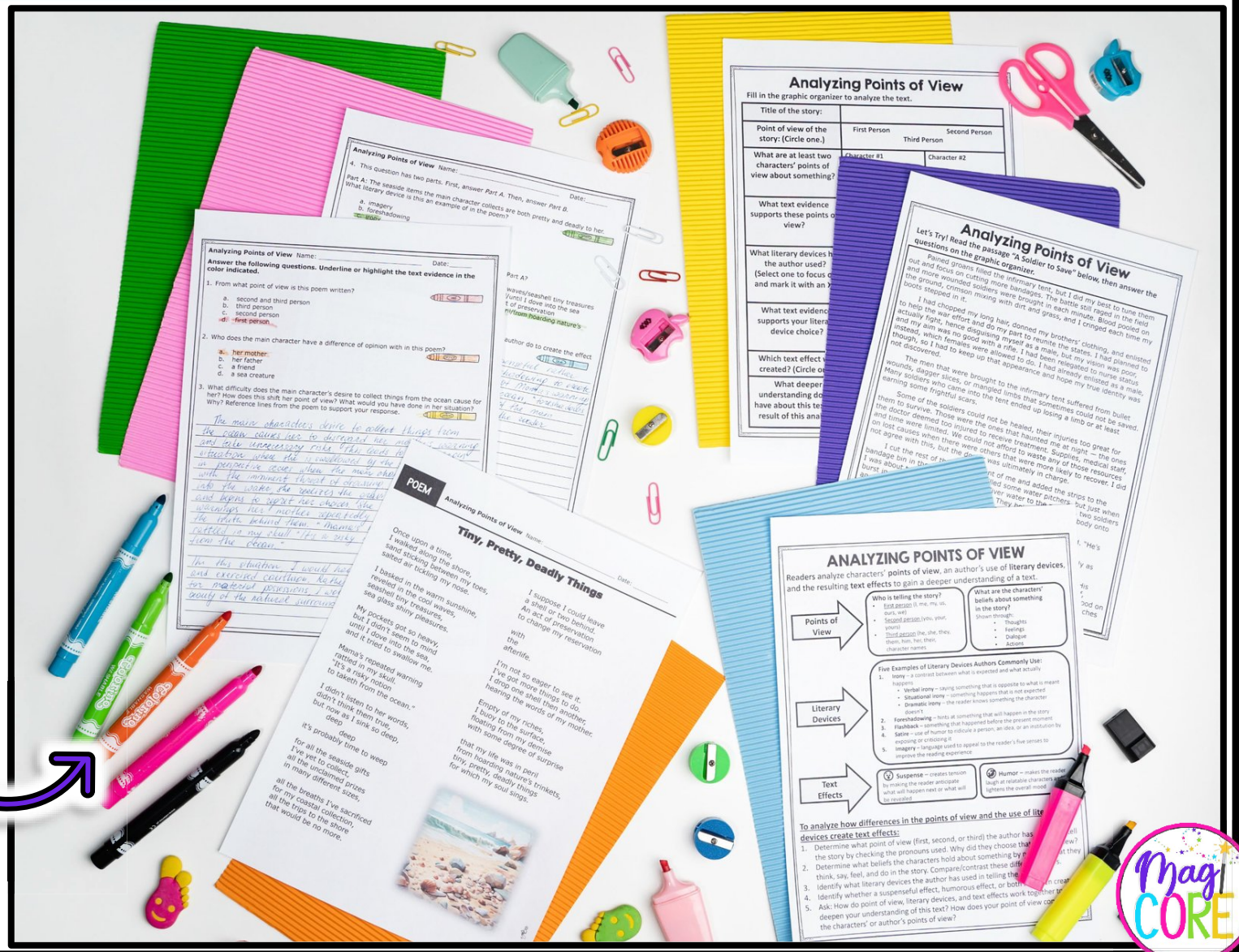
ASSESSMENTS

- 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



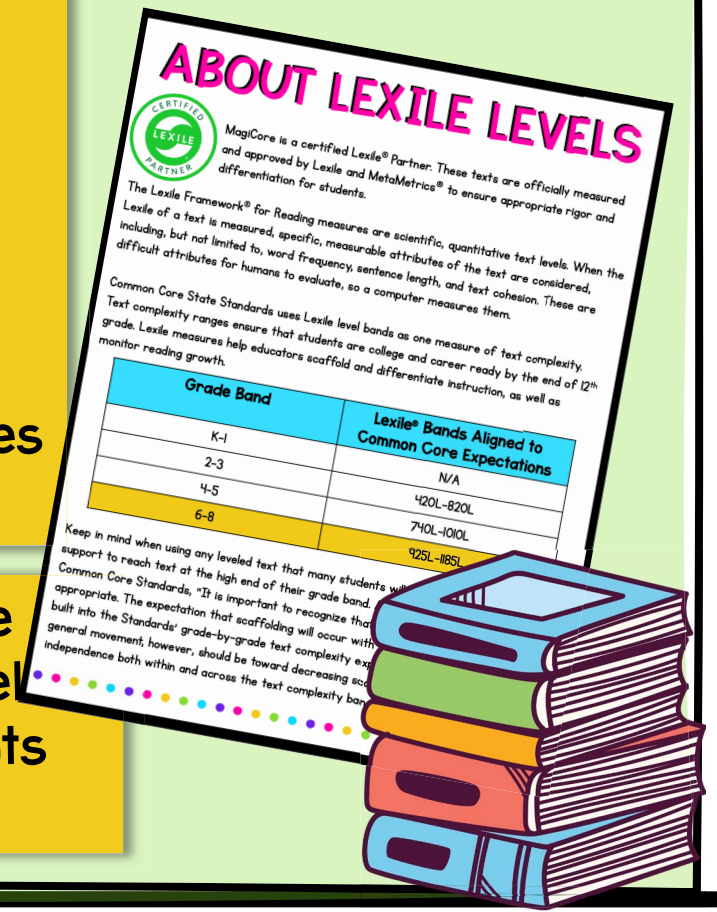
ALIGNS TO SCIENCE OF READING

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.

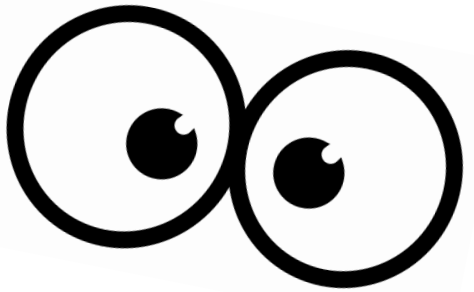
Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.



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



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.

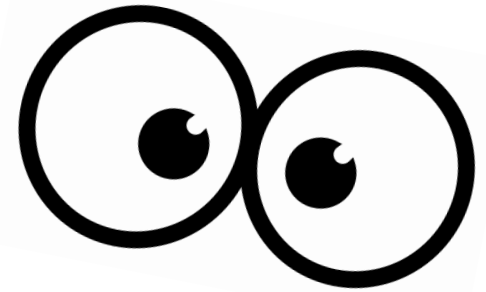
Analyzing Points of View

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.)	____ Irony ____ Foreshadowing ____ Flashback	____ Satire ____ 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?		

Preview

AND ANOTHER PEEK



950L **Analyzing Points of View** Name: _____ Date: _____

Firetongue

"I must do this." Marden threw an extra set of leathers into her sack, then checked that her daggers were razor sharp before inserting them into the holder she wore across her chest.

"You don't have to do anything because no one has specifically requested your help, Marden," her sister, Fayla, said.

"That's because they don't know what I can do, Fayla. We've kept it a secret all this time, but today that secret can save the kingdom. I can't keep my abilities to myself if it's going to cost lives." Marden picked up her sack and marched out of her room.

Fayla scurried after Marden and followed her all the way to the front door of the cottage they shared. "What will I do without you if it costs *your* life?"

Marden turned to face her younger sister and set her sack down so she could rest her hands on Fayla's shoulders. "If I don't return, go see Wruthin because he promised me ages ago he would take you in should it be necessary."

"You've made arrangements should you perish?" Fayla's blonde brows rose above her green eyes.



"Of course, I made arrangements. You think what I'm about to do today is dangerous, but I risk my life every day as a spy for the queen, Fayla." Marden let her hands fall from Fayla's shoulders. "I have come close to not returning home on too many occasions to count."

Fayla put her hands over her ears and shook her head, her eyes squeezed closed. "Tell me no more, Marden, for I can't bear it." She clamped one hand onto Marden's forearm. "You make sure you come home because I don't want to stay with Wruthin. He smells like sour milk, his hands are always dirty, and that old donkey he has never stops braying."

Marden chuckled, encouraged when Fayla gave her a small smile. Her sister was right to worry, but Marden would do her best to come back unscathed.

With an extra tight embrace, Marden bid Fayla farewell and traveled to the palace. Being a spy for the queen gained her immediate entry and she was escorted to the throne room without any hassle.

©Julie Buckner

Analyzing Points of View Name: _____ Date: _____

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

1. What clue words reveal that this story is told in third person? (red)

   a. I, me, my
   b. you, your, yours
   c. she, her, Marden, Fayla
   d. we, us, our

2. Over which issue do Marden and Fayla have different points of view? (orange)

   a. Marden's choice of weapons
   b. Marden's decision to save the kingdom
   c. Fayla's style of dress
   d. Fayla's opinion of Wruthin

3. What is Marden's point of view about her abilities as a firetongue? What does this say about her as a character? Would you reveal hidden abilities to save your town? Why or why not? Include details from the text to support your answer. (yellow)

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Analyzing Points of View Name: _____ Date: _____

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

Part A: What literary device does the author use to show how Marden became a firetongue? (green)

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

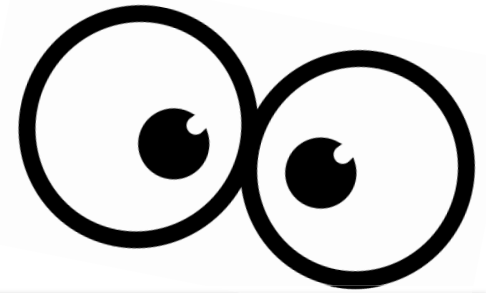
Part B: Which quote from the text below best supports the answer in part A?

   a. "That's because they don't know what I can do, Fayla." (paragraph 3)
   b. "Marden took a deep breath and allowed the memory to surface." (paragraph 19)
   c. "The ability had no purpose for the kingdom until today, Your Majesty…" (paragraph 31)
   d. "The silver dragon angled its head at her, its red eyes narrowing." (paragraph 40)

5. How does the reader's knowledge that Marden is a firetongue create a suspenseful effect in this story? Use evidence from the text to support your response. (blue)

MagiCORE

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.



©Ashli Becker

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? (red)

   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? (orange)

   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. (yellow)

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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? (green)

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

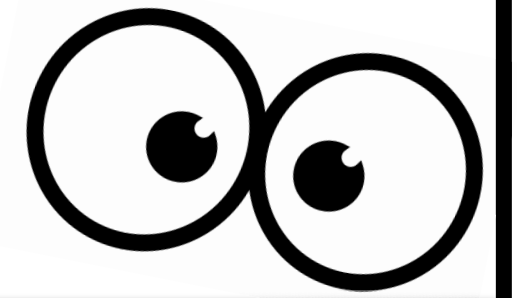
Part B: Which lines from the poem support the answer to Part A?

   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. (blue)

MagiCORE

DON'T FORGET THIS!



Analyzing Points of View Name: _____ Date: _____

Wasting Time

Camira had been watching the young man for days now. She knew when he arrived at work and how he struggled with the faulty lock on the bakery's back door every morning. She knew the days when he'd overslept because, on those days, his black hair was more disheveled, and he wore shoes that slipped on instead of tied. She knew when his stomach was feeling poorly because he walked slower with his shoulders more hunched than usual.

She'd spent nearly two months studying the habits of Antonio, but she was no closer to making a decision. On the one hand, being what she was caused her incredible loneliness, and all she wanted was a partner to make eternal life not seem so endless. On the other hand, did she have any right to steal Antonio's humanity just to serve her own selfish needs? This argument raged in her head on a regular basis, and she needed to make a choice and move on.

She wasn't even sure why she'd targeted Antonio as a possibility because he was like every other young man in town with nothing particularly special setting him apart.

And yet . . . something *did* set him apart from the countless others she'd considered and had quickly dismissed, making Camira always come back to Antonio.



Of course, she hadn't spoken to him, and he had no clue about her existence. He didn't know what she was, what she was capable of doing, or how she'd been studying him. If she was to choose him, how would she go about changing him? She only had her own experience with being bitten as a reference, and that event had been less than pleasant.

March 1770

Camira walked along King Street in Boston on her way home from her Aunt Elizabeth's home where she'd been caring for her aunt who had taken ill during a trip from England to Massachusetts.

Loud voices reached her ears, and when Camira turned the corner, she encountered a small group of colonists and a single British soldier. The colonists hurled nasty, vile comments at the soldier, and the more they taunted him, the more the ruckus attracted a crowd. Before Camira had a chance to hurry on her way home, a rather large mob of angry colonists had assembled. They continued to tease the soldier, and Ca[illegible]a held her breath as she watched.

©Ashli Barker

Analyzing Points 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. What is the most likely reason the author chose to tell the story from that point of view?

   a. so readers can better understand Camira's and Antonio's point of view
   b. so readers can predict what will happen next in the story
   c. so readers can feel as if they are a character in the story
   d. so information can be hidden from the readers

3. Camira wrestles with two points of view in her own mind about turning Antonio into a vampire like her. Discuss her two points of view and her reasons for both. What would you tell Camira to do? Why? Use text details to support your response.

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Analyzing Points of View Name: _____ Date: _____

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

Part A: Which literary device does the author use to develop Camira's character?

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

Part B: What do readers learn from the literary device chosen in Part A?

   a. when and how Camira was turned into a vampire
   b. how vampires were first created
   c. that vampire hunters cannot be turned
   d. that British soldiers fought vampires

5. Does Camira observing so many details about Antonio as she wrestles with turning him create a humorous or suspenseful effect in the story? Defend your answer using text details.

MagiCORE

UPGRADE THEIR SKILLS!

The THEME AND CENTRAL IDEA Unit Contains:

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- 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!

