



## Nevada Academic Content Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

<b>College and Career Readiness (CCR) Anchor Standard</b>	<b>Standard:</b> RL.6.6 - Explain how an author develops the point of view of the narrator or speaker in a text.
R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	<p><u>Questions to Focus Learning</u></p> <p>What does an author consider when choosing a point of view from which to write a story?</p> <p>The point of view from which a story is told affects the reader's experience, as well as the writer's flexibility in telling the story.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know authors select a point of view from which to tell their story in a conscious effort to accomplish specific goals (e.g., first person may be used to develop readers' empathy for the protagonist).</p> <p>I know that, in literature, authors typically use first-person, third-person omniscient, or third-person limited points of view.</p> <p>I know third-person limited is when the speaker/narrator is an external voice (as evidenced by he, she, it, her, him, they) who only knows the thoughts and feelings of one character. .</p> <p>I know third-person omniscient is when the speaker is an external voice who knows the thoughts and feelings of all characters.</p> <p>I know authors make choices about point of view to control the development or pace of the story (plot, characters, themes, etc.).</p> <p>I know an author may choose first-person to offer readers a deeper understanding of the main character.</p> <p>I know an author may choose third person omniscient in order to create more complex plots.</p> <p>I know third-person limited point of view offers the writer more freedom than first person, but less than third person omniscient.</p> <p>I know authors sometimes use more than one point of view to tell a story.</p>

### *Reasoning Targets*

I can determine the point(s) of view used in a text.

I can determine how the point(s) of view affect the reader.

I can explain how the point(s) of view affect the author's development of characters, plot, and themes.

I can explain how the author used the point of view to accomplish a purpose in a text (e.g., in a first-person selection the author may intend a strong sense of empathy from the reader toward the protagonist; in third-person omniscient the author may intend to involve the reader with a cast of characters and their plights).

### Vocabulary

first person point of view

third person limited point of view

third person omniscient point of view

narrator

### Teacher Tips

[I, the Basket: Writing a First-Person Story as an Inanimate Object](#) - In this interdisciplinary lesson for grade seven, students explore the first-person point of view through children's literature and images of Nepal. Students exhibit their understanding of first-person narrative by writing a children's story from the perspective of an inanimate object.

[Is Mr. Wolf Really a Bad Guy?](#) - This lesson is intended to show children the importance of evaluating information as they read. The author's point of view is limited in that it only truly shows one side of the story. There is always another perspective. How the author views a subject colors everything that he or she writes about.

[Critical Literacy: Point of View](#) - In this lesson from ReadWriteThink, students learn to look at texts from different viewpoints. Was the “big bad wolf” really bad? Throughout the lesson, students are encouraged to view texts from different angles.

[He Said/She Said: Analyzing Gender Roles Through Dialogue](#) - This ReadWriteThink lesson has students brainstorm gender stereotypes, find examples in popular culture, and discuss how the stereotypes affect their lives.

The following CCSS correlated resources are from ReadWorks.org:

[America Street 6th Grade Unit: Lesson 1: What's the Point of View?](#)

[America Street 6th Grade Unit: Lesson 2: Interpreting Perspective](#)

[America Street 6th Grade Unit: Lesson 3: Multiple Perspectives](#)

[Home of the Brave 6th Grade Unit: Lesson 2: Experience and Perspective](#)

[Keeping the Night Watch and Chess Rumble 6th Grade Unit: Lesson 2: Experience and Perspective](#)

[The House on Mango Street 6th Grade Unit: Lesson 1: What's the Point of View?](#)

[The House on Mango Street 6th Grade Unit: Lesson 2: Interpreting Perspective](#)

[The House on Mango Street 6th Grade Unit: Lesson 3: Multiple Perspectives](#)

#### Vertical Progression

RL.K.6 - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.2.6 - Acknowledge differences in the points of view of characters, including speaking in a different voice for each character when reading dialogue aloud.

RL.3.6 - Distinguish their own point of view from that of the narrator or those of the characters.

RL.4.6 - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.5.6 - Describe how a narrator's or speaker's point of view influences how events are described.

RL.7.6 - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

RL.8.6 - Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL.9-10.6 - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.11-12.6 - Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [RL.6.6](#)