



Nevada Academic Content Standards - Resource Page

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

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| <p>College and Career Readiness (CCR) Anchor Standard</p> | <p>Standard: 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.</p> |
| <p>R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.</p> | <p><u>Questions to Focus Learning</u></p> <p>What strategies do authors use to demonstrate changes in point of view in literary text? How does acknowledging different points of view influence a reader's understanding of the story?</p> <p>Authors may choose to write through the eyes of different characters in order to better explain the plot of a story. Authors use dialogue to change the lens through which the reader is viewing the events in the story to offer an alternate perspective the primary narration.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know point of view comes from who is telling the story. I know a story can be told from a character's or narrator's point of view. I know dialogue is when two or more people are talking to each other. I know dialogue is typically punctuated with quotation marks. I know that point of view changes as the dialogue is passed back and forth between characters. I know using different voices when each character speaks helps me visualize who is talking.</p> <p><i>Reasoning Targets</i></p> <p>I can identify if the story has a first person or third person narrator. I can identify where and when the point of view changes between characters in the story.</p> <p><i>Performance Targets</i></p> <p>I can read a story aloud, speaking in different voices for each of the characters during dialogue.</p> |

Vocabulary

dialogue
point of view
quotation marks

Teacher Tips

[Lesson plan](#) - This lesson will help students to understand the point of view of the characters in the story *Two Bad Ants* by Chris Van Allsburg.

[Reader's Theater](#) - This is a strategy guide for using reader's theater with students.

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.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.6.6 - Explain how an author develops the point of view of the narrator or speaker in a text.

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.2.6](#)