



Nevada Academic Content Standards - Resource Page

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

College and Career Readiness (CCR) Anchor Standard	Standard: RL.3.6 - Distinguish their own point of view from that of the narrator or those of the characters.
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>How does my own experience influence my point of view of a story?</p> <p>Authors use point of view to show different points of view in a story. The narrator's, character's, and reader's personal experience impact their personal point of view.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know the point of view is the perspective from which a story is being told. I know stories may be told from the narrator's point of view or from a character's point of view. I know readers can formulate their own personal point of view or opinion about events in the text based on their background knowledge and what the author allows the reader to see and hear in the story.</p> <p><i>Reasoning Targets</i></p> <p>I can determine the narrator's and/or character's point of view in a story. I can formulate my own point of view in a story. I can explain the differences between my own point of view and the narrator's/character's point of view.</p> <p><u>Vocabulary</u></p> <p>character distinguish narrator perspective point of view</p>

Teacher Tips

[Charting Characters](#) - This lesson plan, *Charting Characters for a More Complete Understanding of the Story*, for grades 3-5 can be used with any text that includes multiple points of view. Students use the strategy of Character Perspective Charting to compare and contrast the perspectives of two main characters. The chart, as well as an article on the strategy, is included in the lesson plan. (Source: Read Write Think, International Reading Association, NCTE)

[Developing a Readers Point of View](#) -- Article by Steve Peha called *The Beginning of Interpretation*. Peha describes how developing a reader's point of view is an important skill for literary interpretation. Other relevant articles can be found under the "Table of Contents" section on the right of the screen, namely *What Do Book Critics Do?* and *What's a Book Review?*

[Explore Point of View](#) -- In this lesson plan for grades 3-5, students explore point of view through the book *Two Bad Ants* by Chris van Allsburg. After comparing and contrasting an ant's perspective with that of a human, students write a story from the viewpoint of an ant. A point of view chart and assessment rubric are included. (Source: Read Write Think, International Reading Association, NCTE)

[Identify the Narrator](#) - Video lesson by Learn Zillion. Students will learn how to determine who is telling the story by reading the first page of a text. (Source: Learnzillion.com)

[Improving Reading Comprehension](#) -- The Institute of Education Sciences (IES) practice guide, *Improving Reading Comprehension in Kindergarten through Third Grade*. Recommendation 3 ("Guide students through focused high quality discussion on the meaning of text") discusses strategies for supporting students in understanding texts from multiple perspectives, including the thoughts and feelings of different characters.

[Point of View](#) -- Provides access to a three-lesson unit on point of view for third graders. The first lesson focuses on identifying and describing the first person point of view using the story, *White Socks Only*. The objective of the second lesson is to identify and describe third person point of view throughout the story, *Where the Wild Things Are*. The third lesson provides students with the opportunity to identify and describe the difference between first and third points of view using the books *Chicken Sunday* and *Great Black Heroes: Five Bold Freedom Fighters*. (Source: ReadWorks.org)

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.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.3.6](#)