

Show Your Thinking™

Show Your Thinking™
using
Rachel Lynette's
Point of View
Task Card I - Sample



Level I, Level II,
&
Level III

Show Your Thinking™

Purpose: To provide students with a tiered structure that supports reflection and analytical thinking as they write short constructed responses that explain how the text supports their answer. Using Rachel Lynette's Point of View task cards, students write short constructed responses explaining how the text supports the narrator's point of view they have chosen for their answer.

Prior to implementing these activities teach the students the definitions of each narrator's point of view. They should have a resource that can easily be referred to when completing these activities. I use interactive notebooks for this purpose. Once the students have completed the interactive "Point of View" entry, their notebooks are easy for them to access and use. The definitions that I used when developing these activities are listed in the table below.

| Point of View | Definition |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| first person | <ul style="list-style-type: none">- one of the characters is the narrator and is telling the story himself or herself- the character telling the story uses the pronouns I and we |
| third person limited | <ul style="list-style-type: none">- a narrator tells the story as an outside observer- the narrator describes one character's thoughts and feelings |
| third person omniscient | <ul style="list-style-type: none">- a narrator tells the story as an outside observer- the narrator describes all of the character's thoughts and feelings |
| third person objective | <ul style="list-style-type: none">- a narrator tells the story as an outside observer- the narrator does not describe the feelings or thoughts of any of the characters |

In addition, the students should also be familiar with the text structure of a constructed short response. At the beginning of the year, I use the "Short Constructed Toolkit" and the "Short Constructed Toolkit 2" to teach them the ACED strategy components and articulate my expectations for a well written response. You can download both of these for FREE at <https://www.teacherspayteachers.com/Product/Short-Constructed-Response-Toolkit-ACED-2412757>

Identify which level meets your individual student's needs.

Level I:

Step 1: Once the students have read the task card, they need to identify what is the narrator's point of view in the passage. The graphic organizer in Step 1 is completely filled out so they can focus on identifying the correct narrator's point of view.

Step 2: The students complete the graphic organizer by identifying the text evidence that will support their answer and explain how this text evidence supports the definition of the narrator's point of view they have chosen.

Step 3: The students use the ACED strategy to write a short constructed response that explains how the text supports their answer. There are two different pages that you can use. Both break the ACED response into the individual components with some transitions words provided. Using the first page, the student will cite all of the text evidence before explaining how it supports their answer. The second allows the students to separate the text evidence into sections. They then explain how each section supports their answer before writing the next section of text evidence.

Name _____ Date _____

Show Your Thinking™
Rachel Lynette Point of View Task Card I

Step 1: Read the passage on the card. Think about which author's purpose best fits this passage. Circle the point of view and definition that best fit the passage.

| Point of View - A1 | Definition - A2 |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| First person | - one of the characters is the narrator and is telling the story himself or herself - the character telling the story uses the pronouns I and we |
| third person limited | - a narrator tells the story as an outside observer - the narrator describes only one character's thoughts and feelings |
| third person omniscient | - a narrator tells the story as an outside observer - the narrator describes all of the characters' thoughts and feelings |

Step 2: Write the point of view that you have chosen in the Point of View category. Then complete the graphic organizer.

| Point Of View | Text Evidence - C | Explanation - E |
|---------------|-------------------|-----------------|
| | | |

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Show Your Thinking™
Point of View Card

Step 3: Use the graphic organizer from Step 2 to answer the following question.
What is the narrator's point of view? How do you know?

A: _____

C: In the passage, _____

E: _____

C: _____

E: _____

D: _____

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Show Your Thinking™
Point of View Card

Step 3: Use the graphic organizer from Step 2 to answer the following question.
What is the narrator's point of view? How do you know?

A: _____

C: In the passage, _____

E: _____

C: _____

E: _____

D: _____

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Identify which level meets your individual student's needs.

Level II:

Step 1: Once the students have read the task card, they will fill in the definitions of the three narrator's point of view before identifying the narrator's point of view that fits the passage.

Step 2: The students complete the graphic organizer by identifying the text evidence that will support their answer and explaining how this text evidence supports the definition of the narrator's point of view they have chosen.

Show Your Thinking™
Rachel Lynette Point of View Task Card I

Step 1: Read the passage on the card. Think about which author's purpose best fits this passage. Write the definitions of each narrator's point of view. Circle the point of view and definition that best fit the passage.

| Point of View - A1 | Definition - A2 |
|-------------------------|-----------------|
| First person | |
| Third person limited | |
| Third person omniscient | |

Step 2: Write the point of view that you have chosen in the Point of View category. Then complete the graphic organizer.

| Trait | Text Evidence - C | Explanation - E |
|-------|-------------------|-----------------|
| | | |

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Step 3: The students use the ACED strategy to write a short constructed response that explains how the text supports their answer. There are three different pages that you can use. The first two break the ACED response into the individual components. No transition words are provided. Using the first page, the student will cite all of the text evidence before explaining how it supports their answer. The second allows the students to separate the text evidence into sections. They then explain how each section supports their answer before writing the next section of text evidence. The third page does not provide the individual ACED components.

Show Your Thinking™
Point of View Card I

Step 3: Use the graphic organizer from Step 2 to answer the following question.
What is the narrator's point of view? How do you know?
A: _____

Show Your Thinking™
Point of View Card I

Step 3: Use the graphic organizer from Step 2 to answer the following question.
What is the narrator's point of view? How do you know?
A: _____

Show Your Thinking™
Point of View Card I

Step 3: Use the graphic organizer from Step 2 to answer the following question.
What is the narrator's point of view? How do you know?

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Identify which level meets your individual student's needs.

Level III:

Step I: Once the students have read the task card, they will fill in the definitions of the four narrator's point of view before identifying the narrator's point of view that fits the passage.

Step 2: The students complete the graphic organizer by identifying the text evidence that will support their answer and explaining how this text evidence supports the definition of the narrator's point of view they have chosen.

Step 3: The students use the ACED strategy to write a short constructed response that explains how the text supports their answer.

Step 4: The students rewrite the passage using a different narrator's point of view.

| Name _____ | Date _____ | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----------------|
| Show Your Thinking™ Rachel Lynette Point of View Task Card 1 | | |
|  <p>Step 1: Read the passage on the card. Think about which author's purpose best fits this passage. Circle the point of view and definition that best fit the passage.</p> | | |
| Part of View - A1 | definition - A2 | |
| First person | | |
| third person limited | | |
| third person omniscient | | |
| third person objective | | |
|  <p>Step 2: Write the point of view that you have chosen in the Point of View category. Then complete the graphic organizer.</p> | | |
| Trait | Text Evidence - C | Explanation - E |
| | | |

Procedure:

Materials:

Rachel Lynette's "Point of View" task card. You can purchase these at <https://www.teacherspayteachers.com/Product/Point-of-View-609063>. The preview for this set of task cards includes the first four cards for you to try.

The tiered "Show YourThinking™" activity pages developed to be used with the "Point of View" task card you are using.

Steps:

There are different ways to use these activities. Students can complete these independently, working with partners, during small group instruction or they can be used for modeling during whole group instruction. Once they become familiar with the expectations, the combination of the task cards and activity pages provide the students with multiple opportunities to practice identifying narrator's point of view while using short constructed responses to explain their thinking.

Name _____

Date _____

Show Your Thinking™ Rachel Lynette Point of View Task Card I



Step 1: Read the passage on the card. Think about which narrator's point of view best fits this passage. Circle the point of view and definition that best fit the passage.

| Point of View - A1 | Definition - A2 |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| first person | - one of the characters is the narrator and is telling the story himself or herself - the character telling the story uses the pronouns I and we |
| third person limited | - a narrator tells the story as an outside observer - the narrator describes only one character's thoughts and feelings |
| third person omniscient | - a narrator tells the story as an outside observer - the narrator describes all of the character's thoughts and feelings |



Step 2 Write the point of view that you have chosen in the 'Point of View' category. Then complete the graphic organizer.

| Point Of View | Text Evidence - C | Explanation - E |
|---------------|-------------------|-----------------|
| | | |



Step 3: Use the graphic organizer from Step 2 to answer the following question.

What is the narrator's point of view? How do you know?

A:

C: In the passage,

E:

D:



Step 3: Use the graphic organizer from Step 2 to answer the following question.

What is the narrator's point of view? How do you know?

A: _____

C: In the passage, _____

E: _____

C: _____

E: _____

D: _____

Name_____

Date_____

••

Show Your Thinking™

Rachel Lynette Point of View Task Card I



Step 1: Read the passage on the card. Think about which narrator's point of view best fits this passage. Write the definitions of each narrator's point of view. Circle the point of view and definition that best fit the passage.

| Point of View - AI | Definition - A2 |
|-------------------------|-----------------|
| first person | |
| third person limited | |
| third person omniscient | |



Step 2: Write the point of view that you have chosen in the 'Point of View' category. Then complete the graphic organizer.

| Trait | Text Evidence - C | Explanation - E |
|-------|-------------------|-----------------|
| | | |



Step 3: Use the graphic organizer from Step 2 to answer the following question.

What is the narrator's point of view? How do you know?

A: _____

C: _____

E: _____



Step 3: Use the graphic organizer from Step 2 to answer the following question.

What is the narrator's point of view? How do you know?

A:

C:

E:

C:

E:

D:



Step 3: Use the graphic organizer from Step 2 to answer the following question.

What is the narrator's point of view? How do you know?

Name_____

Date_____

• • •

Show Your Thinking™ Rachel Lynette Point of View Task Card I



Step 1: Read the passage on the card. Think about which narrator's point of view best fits this passage. Circle the point of view and definition that best fit the passage.

| Point of View - A1 | Definition - A2 |
|-------------------------|-----------------|
| first person | |
| third person limited | |
| third person omniscient | |
| third person objective | |



Step 2 Write the point of view that you have chosen in the 'Point of View' category. Then complete the graphic organizer.

| Trait | Text Evidence - C | Explanation - E |
|-------|-------------------|-----------------|
| | | |



Step 3: Use the graphic organizer from Step 2 to answer the following question.

What is the narrator's point of view? How do you know?



Step 4: Rewrite the passage using the first person point of view.

Handwriting practice lines for the writing task. There are ten sets of horizontal lines, each consisting of a solid top line, a dashed midline, and a solid bottom line, intended for students to practice their handwriting while rewriting the passage.

Show Your Thinking™

Rachel Lynette Point of View Task Card I



Step 1: Read the passage on the card. Think about which narrator's point of view best fits this passage. Circle the point of view and definition that best fit the passage.

| Point of View | Definition |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| first person | <ul style="list-style-type: none"> - one of the characters is the narrator and is telling the story himself or herself - the character telling the story uses the pronouns I and we |
| third person limited | <ul style="list-style-type: none"> - a narrator tells the story as an outside observer - the narrator describes one character's thoughts and feelings |
| third person omniscient | <ul style="list-style-type: none"> - a narrator tells the story as an outside observer - the narrator describes all of the character's thoughts and feelings |
| third person objective | <ul style="list-style-type: none"> - a narrator tells the story as an outside observer - the narrator does not describe the feelings or thoughts of any of the characters |



Step 2: Write the point of view that you have chosen in the 'Point of View' category. Then complete the graphic organizer.

| Trait | Text Evidence | Explanation |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| third person limited | <p>In the story the narrator describes how Felipe can hardly wait for school to be over. His mother is going to drive him to the store so that he can buy the last book in a series of book that he's been reading. He can't wait to see if the evilest unicorn of all will be defeated.</p> | <p>Felipe is not telling the story himself.</p> <p>The narrator describes how Felipe feels</p> |



Step 3: What is the narrator's point of view? How do you know?

ACED:

(A1)The narrator's point of view is third person limited. (A2)When the point of view is third person limited the narrator is an outside observer who describes the thoughts and feelings of one of the characters. (C)In the story the main character is Felipe. The narrator describes how Felipe can hardly wait for school to be over. His mother is going to drive him to the store so that he can buy the last book in a series of books that he's been reading. He can't wait to see if the evilest unicorn of all will be defeated. (E)Since the narrator is not Felipe, he is an outside observer. The narrator describes Felipe's feelings when he says that Felipe can hardly wait for school to be over. He also describes the Felipe's feelings when he says that Felipe can't wait to see how the evil unicorn is defeated. (D)The narrator's point of view is third person limited since he describes Felipe's feeling and thoughts as he tells the story.



Step 4: Rewrite the passage using the first person point of view.

"Will this day never end!" Felipe thought as he kept staring at the clock. His mother had promised to take him to the book store after school so he could buy the last book in the *Evil Unicorns of Rovina* series. "As soon as I get home, I'm going to start reading it. I've ready every other book in the series at least three times," Felipe had told his mother, "I can't wait to find out if the Kalina, Queen of Gnomes, will finally defeat the Unamin - the evilest unicorn of them all!"

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