

Vertical Progression:

6th Grade	RL 6.6 Explain how an author develops the point of view of the narrator or speaker in a text.
7th Grade	RL 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
8th Grade	RL 8.6 Analyze how differences in the points of view of the characters and the audience of the reader (e.g. created through the use of dramatic irony) create such effects as suspense or humor.
9th – 10th Grade	RL 9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature.

Students will demonstrate command of the Standard by:

- Identifying the author’s overall purpose for writing a text
- Describing how the author’s purposes shape the content
- Determining points of view of characters
- Describing how point of view affects a literary text
- Describing how point of view impacts the reader
- Identifying differences in the points of view of the characters and the audience or reader
- Analyzing how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor

Vocabulary:

- Analyze
- Author
- Character
- Dramatic irony
- Evidence
- Humor
- Narrator
- Point of view
- Purpose
- Suspense
- Viewpoint

Question Stems:

- What is the characters’ point of view?
- Which words from the _____ show that it is written in _____ person?
- How does the author’s word choice help to develop the narrator/ speaker’s point of view?
- Does the character’s point of view differ from that of the audience? If so what effect is created?
- How does telling the story from _____ character’s point of view create suspense in the story? Use examples from the story in your analysis.

- How does telling the story from _____ character’s point of view create humorous situations? Use examples from the play in your analysis.
- How would the story be different if it were told from _____ character’s point of view? What information from the story supports your analysis?
- What is the most likely reason the author told the story from _____ character’s point of view? What information from the story supports your analysis?
- How does the author use dramatic irony to keep the reader engaged? Use examples from the story to support your analysis.

PARCC Evidence Statement:

- Provides an analysis of how one or more differences in the points of view of the characters and the audience and/or reader (e.g. through the use of dramatic irony) create such effects as suspense or humor.

Sample Instructional/Assessment Tasks:

1. PARCC – [8th Grade Practice Test Items](#)

◆ **Question 7 - Part A** ([link](#))

Passages (1st passage [link](#) and 2nd passage [link](#))

In the passages from Confetti Girl and Tortilla Sun, the narrators have points of view different from those of their parents. Write an essay analyzing how these differences in points of view create tension in both stories. Remember to use details from both texts to support your ideas.

Correct Answer: [Refer to Grade 6-11 Scoring Rubric](#)

2. PARCC – [2015 Released Items: Grade 8 End-of-Year Literary Text Set](#)

◆ **Question 1 - Part A** ([link](#))

Passage ([link](#))

How does the information in paragraph 2 help the reader understand the boys’ point of view toward Molly?

- A. The reader learns that the boys enjoy making Molly feel confused about how they will treat her.
- B. The reader learns that the boys overlook Molly because they have little experience communicating with girl teammates.
- C. The reader learns that the boys are embarrassed to talk to Molly when others are present.
- D. The reader learns that the boys ignore Molly in order to avoid making her feel uncomfortable.

Correct Answer: B

3. Achieve the Core – [Grade 8 Literature Mini-Assessment](#)

◆ **Question 9** ([link](#))

Passage ([link](#))

Choose two statements that explain how the point of view of the speaker of Text 1 compares or contrasts with that of Text 2?

- A. Whitman’s speaker speaks from a point of view of one who feels valued as an American, while Hughes’ speaker does not.
- B. Whitman’s speaker mainly discusses the challenges of being an American, while Hughes’s speaker mainly discusses the benefits of being an American

- C. Whitman’s speaker and Hughes’s speaker describe the lives of both American men and women.
- D. Whitman’s speaker does not voice concerns about American life, Hughes’s speaker does.
- E. Whitman’s speaker describes the steps Americans have taken to achieve success, while Hughes’s speaker does not.
- F. Whitman’s speaker believes only positive things about life in America, while Hughes’s speaker has an entirely negative view about life in America.

Correct Answer: A, D

◆ **Question 10** ([link](#)) **Passage** ([link](#))

How do the authors use the structure of the poems to contribute to the meaning of Text 1 and Text 2?

- A. In both poems, the poets avoid traditional rhyme scheme to highlight the important role that freedom has in American life.
- B. Whitman gradually increases the length of his lines to emphasize the growing importance of the American worker, while Hughes varies the line length to call attention to the experience in the kitchen.
- C. Both poets use repeated words and phrases to describe American independence.
- D. Hughes uses short lines to tell a simple story, while Whitman uses longer lines to celebrate the complex role of the American worker.

Correct Answer: A

4. **Achieve the Core – [Grade 8 Literature Mini-Assessment:1984](#)**

◆ **Question 2** ([link](#)) **Passage** ([link](#))

What is the intended contrast between Winston’s viewpoint and that of the reader?

- A. Winston’s viewpoint is apparent tolerance of the conditions of his life, but the reader sees the harshness of his situation.
- B. Winston’s viewpoint is eager curiosity about the conditions of his life, but the reader sees that his situation is fairly typical.
- C. Winston’s viewpoint is minor annoyance about the conditions of his life, but the reader sees that his situation is actually bearable.
- D. Winston’s viewpoint is enthusiastic support for the conditions of his life, but the reader sees the hopelessness of his situation.

Correct Answer: A