

# Lesson Skill: Recognizing point of view

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## Strand Reading—fiction

**SOL** 9.4  
10.4  
11.4  
12.4

### Materials

- Copies of the attached worksheets
- Internet access for each student
- Six or seven story excerpts
- Copies of the attached point-of-view cards

### Lesson

#### Module 1

1. Briefly review point of view—the eyes through which the reader “sees” the events unfold. Include explanations of “third person limited” and “third person omniscient.”
2. Distribute copies of the attached “Point-of-View Chart,” and activate students’ prior knowledge by having them record what they know about each item on the chart. Discuss student responses.
3. Have students read about point of view using the Internet, including information about first person, third person limited, and third person omniscient. As students gather information, they should record it on the chart.
4. Have students share the information from their chart in a class discussion about point of view. Assess their comments for accuracy.
5. Have students complete the attached Evidence of Point of View worksheet, accessing the stories online. Model the thinking process needed to find evidence of point of view, using a story excerpt. Remind students to look for the pronouns or names used and to eliminate information within quotation marks when deciding which person is telling the story. Tell students to skim to find
  - examples in the eyes/minds of most of the characters and/or information known by the reader beyond the scope of the story being told
  - examples in the eyes/mind of only the character telling the story.
6. Have students practice with a partner finding evidence of point of view and then deciding the point of view for two more story excerpts. Allow 10 minutes maximum for this task. Review the students’ answers.
7. Have students work individually to complete four stories.
8. Grade worksheets for accuracy of identification and evidence of the point of view.

## Module 2

1. If necessary, review the previous lesson, including the answers of the worksheet.
2. Hand out copies of the blank “Evidence of Point of View” worksheet, and provide students with six or seven story excerpts from Released Tests for End of Course English or literature texts. Have students work individually to continue their practice identifying point of view and giving evidence from the story.
3. Move around the room to help those who find this task difficult, based on data you discovered from grading the worksheets in step 8 of the previous module.
4. Alternatively, you may wish to have the class match points of view to passages, as follows:
  - Duplicate and cut apart the attached point-of-view cards and excerpts from six or seven stories.
  - Give each student a set of cards and a set of excerpts.
  - Have students work independently to match the excerpts with the point of view.
  - Move around the room to monitor students’ work.

### **Strategies for Differentiation**

- Vocabulary – Skills notebook
- Additional practice with children’s books
- Text to speech for stories
- Highlighting tape to exemplify pronoun usage – provide a list of commonly used pronouns

## Point-of-View Chart

<i>Point of view is</i> _____		
<b>Person</b>	<b>Pronouns Used</b>	<b>Example</b>
<b>First person</b>		
<b>Third person limited</b>		
<b>Third person omniscient</b>		

**Evidence of Point of View**

<b>Name of Story</b>	<b>Evidence of Point of View from Story</b>	<b>Point of View: Why?</b>

## Point-of-View Cards

**First person**

**Third person limited**

**Third person omniscient**