

Directions:

*Updated to include a student rubric.

Using Multiple Perspectives As an Advancing Strategy With Texts

Use the following document to allow your students to consider how a text could be perceived from one perspective.

Before the lesson is introduced to students: The teacher generates all of the possible perspectives that could be affected by content within the text. As an additional extension, inspire creativity by considering an inanimate object as one of the perspectives (the sky, a rock, the ocean, the snow, etc.)
Example: If you're reading a story about a boy and his dog, the perspectives of the dog, the boy, and/or the doghouse could be considered.

During the text reading: Ask students to generate a list of all possible perspectives that could be affected by the content of the text. The more the students list, the harder it gets. If students struggle to build a comprehensive list, it may help to allow students to work collaboratively on this, or the teacher may need to use questioning to facilitate their thinking so more can be added to their lists. Please be careful not to just tell them what's on your list. Allow them to discover the possibilities on their own (through your questioning as needed). If appropriate, challenge them to add at least one inanimate object to their list. (Example: A text about a hurricane could be viewed from the perspective of the ocean, a house on shore, or the wind.)

After the text reading:

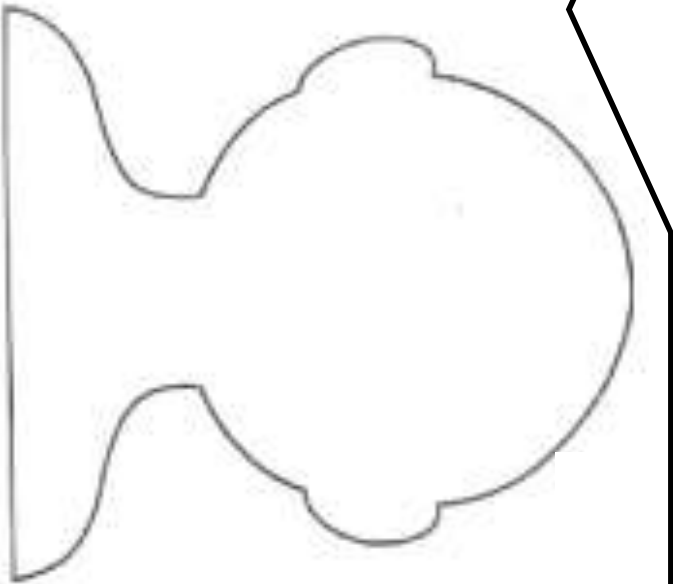
- Students write the text title in the bottom left corner of their graphic organizer.
- Students choose or are assigned (by the teacher) one perspective from their generated list. They label this perspective (point-of-view) in the bottom right corner.
- In the speech bubble, students create the thoughts their perspective would have. Statements should include details of how and why the "person" thinks this way. If an inanimate object is chosen as a perspective, the object is personified to act like a person.
- If time allows, and after the writing has been completed, students may design appropriate facial expressions for their perspective's face.

Suggestions:

- If a student's first attempt is lacking in details, share some student examples of some exemplar responses. Then, return the student's paper and allow time for improvements to be made. (This may be especially necessary the first time this strategy is used.)
- The first time this strategy is used, the teacher may want the entire class to all do this from the same perspective. In future attempts, increase the challenge by ensuring a variety of perspectives are used among the class. Then, allow time for students to share their perspectives with others.
 - 1st use of this strategy: All students write from the perspective of the main boy character.
 - Later uses of this strategy: Some students write from the perspective of the main boy character, some write from the perspective of the dog, and some write from the perspective of the doghouse. Share responses once they're done.
- Contact your school's GT coach in person or via email for assistance in implementing this resource.

Directions: Write the title of the text you are reading or the topic you are learning about. List the name of the character or person or thing you will be speaking as. Think about what this person or thing would say about the topic. Write as if you are this person or thing. THINK- What would I say? Be sure to use any new vocabulary you have learned.








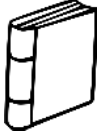












Text title or topic:



Whose point of view?

I am...

Advancing Resources Rubric - Primary

	Wow	On The Right Track	Getting Started
<p>Before the work: Choose a color and circle your goal for each category. Your color:</p> 			
<p>Information</p> 	 <p>Relevant and interesting information</p>	 <p>Key ideas and details</p>	 <p>Basic facts</p>
<p>Thinking</p> 	 <p>Explains unique ideas</p>	 <p>Makes connections between facts</p>	 <p>Knows some facts</p>
<p>Communication</p> 	 <p>Worms help us. They mix the soil. They fertilize it.</p> <p>Powerful words & strong sentences</p>	 <p>Worms help us.</p> <p>Complete sentences</p>	<p>a worm</p>  <p>wiggle</p> <p>Simple words (could include pictures)</p>
<p>Effort</p> 	 <p>Highly engaged, did more than assigned</p>	 <p>Engaged, worked independently</p>	 <p>Started, needs continued help</p>

After the work: Using words from this rubric, how can you improve your work?