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Georgia Performance Standards Framework for ELA Unit 8 – 5th Grade

Grade: 5
Topic: Point of View
Instructional unit: Unit 8 “Imagine That! The Personal Narrative from My Point of View”
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The task: The teacher will ask students if they have ever noticed that no two people tell a story in exactly the same way. Then the teacher will introduce the term “point of view” and define it as the person telling the story. The stories students read will usually be told either in the first-person or third-person point of view. The teacher will display a chart with the definitions of each for discussion:

1. First-person point of view – The story is told by one of the characters. The character uses pronouns such as I or we and usually participates in the action.
2. Third-person point of view – The story is told by a narrator who is not a character in the story. The narrator stands outside the story and observes the events as they unfold. The narrator will use pronouns such as she, he, and they. Sometimes the narrator will relate the thoughts and feelings of all the characters, or the narrator will relate thoughts and feelings of just one character, usually the protagonist.

The teacher will read The Three Little Pigs to the class. After reading The Three Little Pigs, the teacher will read the True Story of the Three Little Pigs and discuss the different points of view. A teacher will share other examples of first-person narrative (Out of the Dust and Roll of Thunder Hear My Cry) and third-person narrative (In the Year of the Boar and Jackie Robinson and DogSong) with the students.

Students will write a first-person narrative about an event in their life. Students will write a third-person narrative about an event that happened to one or two other people.

Differentiated Instruction:
- Give students samples of literature and have them identity whether the samples are in first and third person.

Modifications/Accommodations:
- Read samples to the student
- Provide verbal prompts and questions to help with answers
- Provide books on a variety of levels and genres to identification of point of view

Focus Standard:
ELA5W2 The student demonstrates competence in a variety of genres.
The student produces a narrative that
a. Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest.
b. Establishes a plot, point of view, setting, and conflict, and/or the significance of events.
c. Creates an organizing structure.
d. Includes sensory details and concrete language to develop plot and character.
e. Excludes extraneous details and inconsistencies.
f. Develops complex characters through actions describing the motivation of characters and character conversation.
g. Uses a range of appropriate narrative strategies such as flashback, foreshadowing, dialogue, tension, or suspense.
h. Provides a sense of closure to the writing.
i. Lifts the level of language using appropriate strategies including word choice.

ELA5R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.
For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that
a. Identifies and analyzes the elements of setting, characterization, and conflict in plot.
f. Identifies and analyzes the author’s use of dialogue and description.
i. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.

Circumstances of the assignment/Notes to the Teachers: Students have an easier time with first-person narrative since they are used to telling I stories. It is helpful to have students tell their narrative orally to a partner before writing.