I. ORIENTATION

My presentation today addresses three questions:

> (a) What is point of view? (b) How are novels structured by characters' points of view? (c) What resources can help teachers to explore different points of view meaningfully with students?

THIS PRESENTATION is the first of two presentations focusing on point of view. My presentation next year will focusing on instructional planning for specific standards. I encourage you to use information from this first presentation to plan learning experiences with your students, then share that information next year.

II. CONCEPTUAL DEVELOPMENT

CHILDREN'S LITERATURETYPOLOGIES

Lukens, R. J., Smith, J. J., & Miller, C. C. (2013). *A critical handbook of children's literature (9th ed.).* Boston: Pearson.

POSSIBILITIES	EXAMPLES
First-person point of view	*Countdown* (Wiles, 2010)
Omniscient point of view	*Charlotte's Web* (White, 1952)
Limited omniscient point of view	*Holes* (Sachar, 1998)
Objective point of view	*Incredible Journey* (Burnford, 1961)

FIRST ADULT LITERATURE TYPOLOGY

Stanzel, F. K. (1984). *A theory of narrative.* Cambridge: Cambridge University Press.

NARRATIVE SITUATIONS	EXAMPLES
Authorial	*Tom Jones* (Fielding, 1749)
Figural	*Ulysses* (Joyce, 1922)
First-person	*Moby-Dick* (Melville, 1851)
Neutral	*Ambassadors* (James, 1903)

SECOND ADULT LITERATURE TYPOLOGY

Friedman, N. (1955). *Point of view in fiction: The development of a critical concept.* New York: MLA.

POINTS OF VIEW	EXAMPLES
OMNISICIENCE editorial omniscience neutral omniscience multiple selective omniscience selective omniscience	FOUR EXAMPLES *Tom Jones* (Fielding, 1749) *Tess of the d'Urbervilles* (Hardy, 1891) *To the Lighthouse* (Woolf, 1927) *A Portrait of the Artist as a Young Man* (Joyce, 1916)
FIRST-PERSON witness protagonist	TWO EXAMPLES *Great Gatsby* (Fitzgerald, 1925) *Great Expectations* (Dickens, 1860)
Dramatic mode	"Hills Like White Elephants" (Hemingway, 1927)
Camera mode	*Goodbye to Berlin* (Isherwood, 1945)

POINT OF VIEW DEFINED

point of view CCSS definition	Chiefly in literary texts, the narrative point of view (as in first- or third-person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character
point of view	A particular way of thinking about people or things **EXPANSIONS** way of thinking: a judgment (opinion), appraisal (valuation) typically expressing personal approval (endorsement) or disapproval (contestation) **EXPLORATORY QUESTION** What are this individual's thoughts about this person or thing? What judgments does this individual make about this person or thing?

III. POINT OF VIEW IN CHILDREN'S & ADOLESCENT NOVELS

	CHARACTER	NARRATING CHARACTER I	NARRATING CHARACTER II
EXAMPLE	Jess Aarons (10)	Joey Pigza (10)	Tobin McCauley (12) Billy Colman (mid-life, 10)
SOURCE BOOK	*Bridge to Terabithia* (Paterson, 1977)	*Joey Pigza Loses Control* (Gantos, 2000)	*Chicken Boy* (Dowell, 2005) *Where The Red Fern Grows* (Rawls, 1961)
PRONOUN	he (him, his), she (her, hers)	I (me, my)	I (me, my)
ROLE	doing, thinking, emoting, saying	doing, thinking, emoting, saying	mainly thinking (present time) doing, thinking, emoting, saying (past time)
NARRATIVE TIME	predominantly simple past	predominantly simple past	predominantly simple past
EMOTING	explicit presentation preferred greater range of emoting	implicit presentation preferred depends on readers' emoting range	may be implicit/explicit presentation variable
THINKING	easier to identify	harder to identify	may be hard to distinguish between present and past thoughts
NOTINGS TO SELF	few	many	variable

STATEMENT	PDE competencies reflect a wide range of literary competencies within the category of POV
PROPOSITION	Students will be better positioned to achieve POV competencies in grades 4-8 and 9-12 if they have a good understanding of the way characters think about their worlds and personal experiences

CHARACTER POINT OF VIEW: JESS AARONS & JOEY PIGZA

📖 JESS AARONS

◎ SUMMARY OF JESS'S EXPERIENCES

◎ PRONOUN (EXCERPT)

◎ JESS'S DOING: ACTION STRUCTURE

Problem Jess is not the fastest runner in his grade.
Goal Jess is determined to the fastest runner in his grade, faster than his rival Gary Fulcher.
Action He trains all summer long to compete in the school race held during the first week of school. He competes in the race as planned.
Consequence of His Actions He fails to win his heat and so fails to achieve his goal
Outcome of failed action He defends his new neighbor Leslie Burke, who is treated unfairly in the school race by his rival Gary Fulcher. He becomes friendly with Leslie. He spends time with Leslie and creates a special world with her behind his house. He becomes best friends with Leslie. He runs harder and faster than he ever has when he loses Leslie.

◎ JESS'S SAYING

◎ JESS'S EMOTING EXPERIENCES

Anger	Humiliation	Impatience
Anxiety	Love	Pleasure
Contentment	Pride	Pride
Fear	Rashness	Seclusion
Hate	Relief	Sympathy
Hopelessness	Sadness	Unpleasure

◎ JESS'S THINKING ABOUT HIS WORLD

The essence of POV

1. Jess thinks about himself

2. Jess thinks about his parents, two teachers, and two girls
3. Jess's developing understandings about his world

To be a best friend, you have to go out on a limb with your friend, be companionable, and recognize that friends have minds of their own.

📖 JOEY PIGZA

◎ SUMMARY OF JESS'S EXPERIENCES

◎ PRONOUN (EXCERPT)

◎ JESS'S THINKING ABOUT HIS WORLD

IV. BRIEF LOOK AT PDE POINT OF VIEW STANDARDS

◎ REVIEW PDE POINT OF VIEW-RELATED COMPETENCIES

V. EXPLORING POINT OF VIEW IN FWS

TARGET QUESTIONS

1. (a) Which character's point of view structures the novel? (b) Does the character narrate?
2. (a) What FW people and things does this character think about? (b) Which people or things does this character think about most? (c) What are this character's thoughts about the people or things identified in 2b?
3. (a) What three topics are most important to this character? (b) What is the character's point of view about the topics identified in 4? (c) How does this point of view compare to your own?
4. (a) What insights about this character do you gain from examining his point of view? (b) What insights about young people roughly the same age as this character from examining her point of view?
5. How is your experience reading about this FW enriched by exploring a character's point of view?

PLANNING SUGGESTIONS

◎ Focus on one literary genre initially

◎ Select novels with single points of view initially

◎ Identify the point of view structuring each novel (i.e., narrating character I)

◎ Select a teacher- or student-directed instructional design

◎ Read novels carefully with the target questions in mind and record your responses

◎ Use your responses to design a unit focusing on one character's point of view

BEFORE READING

- ◎ Develop students' knowledge about the point of view

- ◎ Activate and develop students' knowledge about a range of themes explored in the target novel

- ◎ Clarify purpose for the forthcoming literary experience

DURING READING

- ◎ Guide students' developing understandings about the target point of view in and beyond the orienting chapters in the selected novel using reading and rereading, writing, speaking, and listening practices

AFTER READING

- ◎ Refine students' understandings about the FW experiences and thinking of the main character in the selected FW using reflective writing and speaking practices

- ◎ Assess students' individual achievement of the learning outcomes

- ◎ Provide opportunities for students' to connect their learning about the character's experience and point of view to their own real-world experiences

GLOSSARY

INDIVIDUALS	
creator	The individual who created a given fictional world (FW). The novelist.
writer (literary artist)	The individual who created a given FW using words.
illustrator (visual artist)	The individual who created a given FW using images.
narrator	The fictional individual, identified by I, who communicates the goings-on in a given FW to real-world others.
character	A fictional individual who participates in the goings-on in a given FW.
ROLES	
writing role	The creative (verbal) actions undertaken by the writer.
illustrating role	The creative (visual) actions undertaken by the illustrator.
telling (telling to reader) role	The FW details presented by a narrator.
INDIVIDUAL PsOV	
writer POV	The writer's ways of thinking about a FW person or thing.
illustrator POV	The illustrator's ways of thinking about a FW person or thing.
narrator POV	The narrator's ways of thinking about a FW person or thing.
character POV	A character's ways of thinking about a FW person or thing.
VARIOUS TERMS	
character experience	The FW experiences of individual characters including their doing, thinking, emoting, and saying.
writing purpose	The communicative aim(s) of a writer, inferable from a narrator's report and/or characters experiences.
stance	An intellectual or emotional attitude towards something.
rhetoric	The art or skill of speaking or writing formally and effectively especially as a way to persuade or influence people.
content	The topics or matter treated in a written work.
style	A distinctive manner of expression. Distinctive ways of using language.
presentation	The way in which something is shown, described, or explained.
participation	Being involved with others in doing something. Taking part in an activity or event with others.

ELEMENTARY GRADE STANDARDS

★ Craft and Structure: Point of View

		CR	N	C	O	POV	PUR	ROLE	
CC.1.3.PK.D	With prompting and support, **name** the **author** and **illustrator** of a story.								Identifies the fictional world creators
CC.1.3.K.D	(1) Name the **author** and **illustrator** of a story and (2) define the **role** of each in **telling** [**presenting**] the story.							√	(a) Same as above (b) Identifies the roles of the fictional world creators
CC.1.3.1.D	Identify who [the individual that] is **telling** [**presenting/s**] the story at various points in a text.								Identifies the fictional world creators at the beginning, middle, and end of the text
CC.1.3.2.D	(1) Acknowledge differences in the **points of views of characters**, (2) including by speaking in a different voice for each character when reading dialogue aloud.			CH		√			(a) Performs dialogue using a range of theatrical voices (b) Identifies various character PsOV
CC.1.3.3.D	Explain the **point of view** of the **author**. E03.A-C.2.1.1	A				√			(a) Identifies author (b) States author's POV on the subject (c) Justifies (b)

CC.1.3.4.D	(1) Compare and (2) contrast an event or topic told from two different [**character**] **points of view**. E04.A-C.2.1.1 One novel: Focus on one fictional world Two short stories: focus on two fictional worlds			CH		√			**EVENT FOCUS** (Action focus) (a) Identifies two prominent characters whose POV structure the story (b) Identifies a fictional world event the characters in (a) participated in (c) Compares the contrasts these character PsOV for selected events **TOPIC FOCUS** (Dialog focus) (a) Selects a dialog (b) Identifies the dialog topics (c) Compares and contrasts the opinions of two characters on the same topic within the selected dialog
CC.1.3.5.D	Analyze **multiple** accounts of the same event or topic, noting important similarities and differences in the point of view they represent. E05.A-C.2.1.1 (1) Provides a comprehensive **analysis** of the experiences of multiple characters who participate in the same event or converse on the same topic. One novel or short story: Focus on one fictional world				**5***				**EVENT FOCUS** (Experience focus) (a) Selects a fictional world event with multiple participants (b) Analyzes the experiences of these characters in the selected event **TOPIC FOCUS** (Dialog focus) (a) Selects a dialog (b) Identifies the dialog topics (c) Analyses the opinions of multiple characters on the same topic within the selected dialog

5* Character experience

SECONDARY GRADE STANDARDS

★ Craft and Structure: Point of View

		CR	N	C	O	POV	PUR	OTH	
CC.1.3.6.D	(1) Determine an **author's point of view** or **purpose** in a text and (2) explain how it is conveyed in the text. E06.A-C.2.1.1	A			6*	√	√		**AUTHOR PURPOSE** (a^1) Identifies themes in the given text, a work of fiction or poetry, and (a^2) justifies the identification (b) States author's purpose for writing about a given theme in (a) **AUTHORIAL POINT OF VIEW** (a) States author's point of view on a given theme identified in (a) above (b) Explains how the author's point of view is presented in the given text
CC.1.3.7.D	(1) Determine an **author's point of view** or **purpose** in a text and (2) analyze how the author distinguishes his or her position from that of others. E07.A-C.2.1.1	A		CH		√	√		**AUTHOR PURPOSE** (a^1) Identifies themes in the given text, a work of fiction or poetry, and (a^2) justifies the identification (b) States author's purpose for writing about a given theme in (a) (c) Distinguishes the author's purpose with another author writing about the same theme **AUTHORIAL POINT OF VIEW** (a) States author's point of view on a given theme identified in (a) above (b) Distinguishes the author's point of view on this theme from a (b^a) character's point of view in the same text or another (b^b) author writing about the same theme
CC.1.3.8.D	(1) Determine an **author's point of view** or **purpose** in a text and (2) analyze how the author acknowledges and responds to conflicting			CH		√	√		**AUTHOR PURPOSE** (a) Identifies themes in the given text (b) States author's purpose for writing about a given theme (c) Explains the author's purpose for including conflicting information about a given theme

	evidence or viewpoints. E08.A-C.2.1.1 *Can utilize character POV								**AUTHORIAL POINT OF VIEW** (a) States author's point of view on a given theme identified in (a) above (b) Explains the method by which the author manages different PsOV or conflicting evidence about a given theme
CC.1.3.9-10.D	(1) Determine an **author's** particular **point of view** and (2) analyze how **rhetoric** advances the point of view. L.F.2.3.6 *Can utilize character POV								(a) States author's point of view on a given theme identified in the text (b) Provides an analysis of the author's point of view within a rhetorical framework
CC.1.3.11-12.D	Evaluate how an **author's point of view** or **purpose** shapes the content and style of a text. content = literary elements style = presentation *Can utilize character POV					√	√		**AUTHORIAL PURPOSE** (a) Identifies themes in the given text, a work of fiction or poetry (b) Evaluates the content and style of the text in relation to author's purpose for writing about a given theme **AUTHORIAL POINT OF VIEW** (a) States author's point of view on a given theme identified in (a) above (b) Evaluates content and style of the text in relation to the POV stated in (a)

6* Authorial purpose