



**Literacy Design
Collaborative**

Contrasting Point of View: Three Little Pigs and a Wolf

★ TASK

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Students will read two versions of The Three Little Pigs, compare the differing points of view of the two stories, and determine how point of view affects a story. This module was taught late in the school year, so while students listened to the stories read by the teacher, they wrote information from the stories in their own graphic organizers. Students have already learned about plot structure and characters and their traits, which will help them think about how details regarding plot can change depending on which character is telling the story.

GRADES

2

DISCIPLINE

 **ELA**

COURSE

Any

PACING

 **N/A**

Section 1: What Task?

Teaching Task

Task Template 2-3.12 - Informational or Explanatory

How and why do events look different to two different characters in a story? After reading "The Three Little Pigs" and "The True Story of the Three Little Pigs" about the adventures of three pigs and a wolf, write an essay in which you describe how characters in each version of the story see events differently and explain why. Support your response with evidence from the text/s.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

L.2.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.2.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

RI.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2

Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.4

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.10

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.2.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

CCR.R.6

Assess how point of view or purpose shapes the content and style of a text.

CCR.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.2.3

Describe how characters in a story respond to major events and challenges.

RL.2.9

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RI.2.9

Compare and contrast the most important points presented by two texts on the same topic.

CCR.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Texts

No texts specified

Student Work Rubric - Informational or Explanatory Task - Grade 2

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Topic / Main Idea	Response is off-topic or topic/main idea is unclear.	Introduces the topic and a general main idea, with an inconsistent focus on the main idea.	Introduces the topic and a clear main idea, maintaining a focus on the main idea.	Introduces the topic and a specific main idea, maintaining a consistent focus on the main idea.
Use of Sources	Includes no details from sources related to the topic or prompt.	Includes few details from sources related to the topic or prompt.	Includes details from sources related to the topic and prompt.	Includes well-chosen details from sources related to the topic and prompt.
Development	Includes facts, definitions and/or details loosely related to the topic.	Includes facts, definitions, and/or details (as well as illustrations, if appropriate) related to the topic with minor inaccurate or incomplete elements .	Includes relevant facts, definitions, and/or details (as well as illustrations, if appropriate) that help develop the topic.	Explains relevant facts, definitions, quotations, and/or details (as well as illustrations, if appropriate) that develop the main idea .
Organization	Sentences are out of logical order or lack an evident structure.	Sequences sentences to introduce the topic, develop points, and provide a concluding statement or section.	Sequences sentences and groups related information to introduce the topic, develop points, and provide a concluding statement or section. Uses linking words/ phrases (e.g., also, another, and, more, but) to connect ideas.	Sequences sentences and groups related information in paragraphs or sections that introduce the topic, develop points, and provide a concluding statement or section. Consistently uses linking words/phrases (e.g., also, another, and, more, but) to connect ideas.
Conventions (general)	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing.	Errors in standard English conventions appropriate to the grade level sometimes interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level. Minor errors, while noticeable, do not interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, with few errors . Attempts to use untaught conventions, appropriate to grade level.
Conventions (Grade 2 examples)	Spells many words incorrectly and phonetically Uses capital letters inconsistently Uses commas, apostrophes, and end punctuation rarely	Spells some frequent-use words (e.g., plural nouns) incorrectly and phonetically Capitalizes first word in a sentence, "I," proper nouns inconsistently Uses commas, apostrophes, and end punctuation inconsistently	Spells most regular frequent-use words correctly (e.g., plural nouns) Capitalizes first word in a sentence, "I," and some proper nouns consistently Uses commas, apostrophes, and end punctuation consistently	Spells most regular frequent-use words correctly and spells irregular frequent-use words conventionally Capitalizes correctly and consistently with no errors: first word in a sentence, "I," proper nouns Uses commas, apostrophes, and end punctuation consistently
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

You have learned about characters and their traits, and about plot structure. Now you will be learning how the details of a story can change when the narrator changes. When a character is telling a story, he/she is called the narrator.

Extension

Children could choose another favorite story and suggest ways it would change if the narrator changed.

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

Reading Process

ACTIVE READING > LISTENING: Ability to listen to a story and identify point of view in a story; ability to describe a point of view that is different from their own; ability to give examples of how two characters' see events differently.

ACTIVE READING>POINT OF VIEW: Ability to identify how a character explains events in a story.

Transition to Writing

BRIDGING CONVERSATION > COMPARING SIGNIFICANT ELEMENTS: Ability to find important differences in how story events are reported and suggest reasons for differences

Writing Process

DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to construct an opening paragraph with titles of stories and a statement of the main idea.

DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft of body paragraphs with discussion of each story and examples to support discussion.

DEVELOPMENT > CONCLUDING PARAGRAPH: Ability to write a conclusion that sums up main points and closes an essay.



REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread a peer's essay using a checklist based on task demands.

REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and spelling and punctuation.



Section 3: What Instruction?


PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
50 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	SHORT CONSTRUCTED RESPONSE In a quick write, write what you see in the room.	Students will identify their own point of view about what they see from a standing/sitting position vs. crawling, and discuss how what they see differs from what other students see.	Essential Question: How does a person's point of view affect what they see? 1. Explain to students that they may see things differently than someone else. Explain that they will be completing a few different activities to help them understand that different people see things differently. 2. Have students imagine they are a baby who has learned to crawl. Tell them that babies see rooms from a different point of view because they are small and travel on the floor. Have students crawl around the room and look at the differences between what they see when they are standing or sitting, and what they see crawling. 3. Have students share what they saw/found aloud. Now give students a scenario in which a mom and a child walk into a kitchen. In the kitchen is a plate of just baked chocolate chip cookies and a sink full of dirty dishes. Ask students which they think the mom would notice first vs. which the child would notice. Have a brief discussion regarding their answers. Finally have several random items sitting on a desk/table covered up. Tell students that the table will be uncovered and they will have 3 minutes to write down the first item they saw and why they chose that item. Afterward, have a brief discussion about the students' answers. 3. Tell students that just as their point of view affects the way they see their surroundings/environment, their point of view affects what they see or hear in a story. Point of view is the way an author, reader, or character view an object, person, or situation based on their different experiences. It determines how they pay attention to the details, opinions, and emotions in the story. But the character telling a story also has a point of view, which can change the way the story is told. That character tells us about different details, opinions, and emotions than another narrator might tell us. 5. Front load critical vocabulary: point of view, narrator, perception/perceive, contrast. 6. Conclude with telling students that over the next few days they will work to identify the narrators of different stories, and talk about how the story changes depending on who is telling the story.
Reading Process				
40 mins	ACTIVE READING >	NOTES	Students can	Essential Question: How is your view of a kitchen

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	<p>LISTENING: Ability to listen to a story and identify point of view in a story; ability to describe a point of view that is different from their own; ability to give examples of how two characters' see events differently.</p>	<p>Yesterday we looked at how a baby's point of view is different from our own. Now, you will listen to a story where the narrator has a different point of view of a room. While I read, pay attention to who the narrator is and how that changes the point of view. How is the point of view of the ants in this story, Two Bad Ants, different from our point of view?</p>	<p>participate in a group discussion in which they discuss ways this story, told from the point of view of the ants, differs from our points of views of a kitchen.</p>	<p>different from an ant's view of the kitchen?</p> <p>Ask students to listen as you play the story "Two Bad Ants" (see link below to a digital version of the story). As the story is read, stop to discuss differing points of view where appropriate. Discuss how the students' points of view would differ from the ants' points of view of the kitchen. As students point out differences in their points of view from the ants' point of view, teacher will model how to fill out a Contrasting Point of View graphic organizer (included), as students also fill it out on their own paper.</p> <p>Explain to the students that the story "Two Bad Ants" is very different when it is told from the ants' point of view, than it would have been if a person had told the story. To conclude, point out to the students that when reading, it is important to figure out who the narrator is and think about how that affects the story - just like we did here today.</p> <p>Notes: Since you are working with 2nd graders, transfer the graphic organizer example (Contrasting Points of View) on to a large piece of chart paper so that you can model and they can watch. This will then become an anchor chart that they can refer to later when you transfer the task of filling out a graphic organizer to them.</p>
<p>Additional Attachments:</p> <p> Graphic Organizer for differences in perspective of children and ants</p> <p> Two Bad Ants (copy of story to project for students while teacher reads)</p>				
<p>50 mins</p>	<p>ACTIVE READING>POINT OF VIEW: Ability to identify how a character explains events in a story.</p>	<p>NOTES As I read "The Three Little Pigs," pay attention to how the pigs feel about the wolf and how they see his actions. Then complete the Graphic Organizer with important story events.</p>	<p>Students fill out a graphic organizer that requires them to identify and list the important story events and the narrator with a partner.</p>	<p>Point to last graphic organizer you modeled with (Two Bad Ants) and remind students that you showed them how to fill out this graphic organizer to help them understand two different points of view. Let them know that they are going to work with a partner to fill out a new organizer. They will be taking notes on the story, "The Three Little Pigs."</p> <p>Remind students that they have been working on figuring out who the narrator is and how that affects the plot of the story/what happens in the story.</p> <ol style="list-style-type: none"> 1. Pair the students together and give each pair a graphic organizer where they can note important story events and the narrator. 2. Introduce the story. Tell students the book is about 3 pigs who leave their mother to each live by themselves in their own houses. Tell them they have to read/listen to this story very carefully because they need to be able to tell the events that happened in the story. 3. Read the story, "The Three Little Pigs" out loud. Stop periodically during reading and discuss the event(s) that have occurred so students can take notes about the narrator and important story events.

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				<p>4. Stop after reading different sections of text to discuss events. After each stopping point, discuss what the different groups added and give them time to add anything they missed.</p> <p>5. At the end of the book, give students time to compare their final graphic organizer. Encourage students to discuss what they have included on their organizers. As needed, discuss important information they may have missed. Give teams time to add to their organizers during their discussion. (Can model this process for them with this book, if needed.)</p>
<p>Additional Attachments:</p> <p> Story map graphic organizer</p>				
50 mins	<p>ACTIVE READING>POINT OF VIEW: Ability to identify how a character explains events in a story.</p>	<p>NOTES</p> <p>Identify the narrator and important story events in the story "The True Story of the Three Little Pigs."</p>	<p>Students fill out a graphic organizer that requires them to identify the important story events and the narrator with a partner.</p>	<p>1. Remind students that yesterday they identified the point of view and events in the story The Three Pigs. Tell them they will do this again for a story about the Three Little Pigs told from a different point of view.</p> <p>2. Pair students together again and give each pair a graphic organizer where they can note important story events and the narrator.</p> <p>3. Read the story, "The True Story of the Three Little Pigs" out loud. Stop periodically during reading and discusses the events that have occurred so students can take notes about the narrator and important story events.</p> <p>4. After each stopping point, discuss what the different groups added and give them time to add anything they missed.</p> <p>5. At the end of the book, give students time to compare their final graphic organizer - to each others'.</p>
<p>Additional Attachments:</p> <p> Story map graphic organizer</p>				
Transition to Writing				
20 mins	<p>BRIDGING CONVERSATION > COMPARING SIGNIFICANT ELEMENTS: Ability to find important differences in how story events are reported and suggest reasons for differences</p>	<p>NOTES</p> <p>As a class, we are going to complete the Contrasting Points of View organizer by using the story events organizers we filled out.</p>	<p>Students fill out the Contrasting Points of View graphic organizer using their Story Events organizer notes.</p>	<p>1. Tell students to take out the Story Events graphic organizers from the two stories (Day 2 and 3).</p> <p>2. Have students brainstorm words to use when contrasting things or different stories. The list may include words such as: but, however, otherwise, still, yet, although, on the other hand, even though.</p> <p>3. Tell students that they will look at the events from both stories and fill in the Contrasting Points of View organizer.</p> <p>4. Point to contrasting word chart and tell students when someone is writing anything - objects, items, or books -</p>



				<p>that person should use some of the words on this list while he/she is writing.</p> <p>5. Read students the words on the list (but, however, otherwise, still, yet, although, on the other hand, even though, etc.). Say: While I write today using our notes from yesterday, I will use words on this list so that readers will understand that I am contrasting the book and the maps.</p> <p>6. Model the process of turning the notes on the graphic organizer into a written piece, using some of the transition words as needed.</p> <p>7. When complete, read the written piece back to the class. Then tell students you are going to read it again. Ask them to give you a thumbs up when you read the differences that were on yesterday's graphic organizer. Underline those as students locate them. Use a different color than what you wrote with so that it jumps out at them.</p> <p>8. Then read one more time and ask students to give you a thumbs up when they hear any of the (transition/signal) words from the list. If needed, re-read the list before you begin the third re-read. As they identify the transition words, circle them in a different color.</p> <p>9. Tell students that we (teacher and class) used both these items to help us write an essay where we compared two things. Let them know you will leave these up in the room so that they can use them when they have to compare two books on their own.</p> <p>Notes: Since you are working with 2nd graders, transfer the graphic organizer (Story Events) on to a large piece of chart paper so that you can model and they can watch. This will then become an anchor chart that they can refer to later when you transfer the task of filling out a graphic organizer to them.</p> <p>Make ahead of time the transition words anchor list, Words to Use When Contrasting Two Things.</p>
<p>Additional Attachments:</p> <p> Point of View graphic organizer</p>				

Writing Process				
25 mins	<p>DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to construct and opening paragraph with titles of stories and a statement of the main idea.</p>	<p>INTRODUCTION Today, we will use the graphic organizers you have created to start an essay about the two stories we have read about the three little pigs. You will tell how the two stories are different</p>	<p>Students write an introduction with titles of both stories and a statement of the main idea of the essay.</p>	<p>1. Hand each student their organizer from their previous work. Discuss how they will use the sections to write the beginning, middle, end of their essay. 2. Show them you already took notes that will help them write the beginning. 3. Give them a few minutes to use your notes to write the beginning. Circulate to get an idea of good beginnings. 4. Share possible beginnings with the class. Highlight</p>

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		because the main characters see events differently. First we will work together to write the introduction.		good ones. Share this example that you developed: The book "Three Little Pigs" is told from the pigs point of view. However, the book "True Story of the Three Little Pigs" is told from the wolf's point of view. Even though the books are alike in many ways, there are several events that are different when the wolf tells the story.
50 mins	DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft of body paragraphs with discussion of each story and examples to support discussion.	LONG CONSTRUCTED RESPONSE Now we will work on the main part of your essays: the body paragraphs. Use information from your first graphic organizer on "The Three Little Pigs" to write a paragraph about how important events in that story are told. Then use information from your second organizer on "The True Story of the Three Little Pigs" to write a paragraph about how important events in the story are told differently by the wolf.	Students complete two paragraphs using appropriate information from each graphic organizer.	Tell students it is time to work on the middle of their papers. Remind students that they need to include examples of differences in this section and use signal/transition words from the anchor chart. Also, remind students to elaborate on the differences using details in their writing. Have students begin work on the middle. Circulate and provide support as needed. Notes: You may want to break this step into two steps by having students write one paragraph using one graphic organizer each day.
30 mins	DEVELOPMENT > CONCLUDING PARAGRAPH: Ability to write a conclusion that sums up main points and closes an essay.	LONG CONSTRUCTED RESPONSE Today you will write the final part of your essay: the conclusion.	Students compose conclusions that state main differences in stories and suggest why each character would tell the story differently.	<ul style="list-style-type: none"> ● Bring students back together to discuss how they will end their essay. List on the board what they should include in the conclusion: a list of major story events that are different and a statement explaining why each character might tell the events differently. ● Give students time to write their sentences. ● Have students read their conclusions to partners and then ask some students to share with the whole group. ● Have students add the final paragraph to their essay.
40 mins	REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread a peer's essay using a checklist based on task demands.	CHECKLIST With a partner, go back to the essay you wrote comparing the characters' point of view in "Three Little Pigs" and "True Story of the Three Little Pigs." Underline the differences you discussed and circle the signal words. Then exchange you paper with your partner. Read your partner's paper and complete the checklist to make sure it has everything it needs.	Final essays should include 2 differences that came from the book and contain some signal words.	<ol style="list-style-type: none"> 1. Pass out the essays students worked on the previous day. Students should read over their own essays and underline each difference they have included in the essay and circle each signal word. Then students will work with a peer to revise their reviews. 2. Explain to students that they will exchange papers with their partner who will read the paper and check to make sure they included 2 differences and to find signal words. 3. Share the checklist with students. Use the checklist/rubric and model how to check for each element. Show students how to fill in the rubric/checklist. (How to fill in each difference they included, and list the signal words used.) Explain to students that today, they will only check for items on the first page of the checklist. Tomorrow they will use the next page of the checklist. 4. Send partners off to read each others papers and fill in the rubric/checklist. 5. Have partners share their feedback and make

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				necessary revisions to their own papers. Note: Teachers may want to divide the checklist into two separate handouts--one for each day of peer editing.
	Additional Attachments:  Signal Words list  Writing Checklist			
40 mins	REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and spelling and punctuation.	LONG CONSTRUCTED RESPONSE This is your final day to work on your essay! Please read over your essay to make sure you have capitalized the first word of each sentence, included punctuation at the end of each sentence, indented each paragraph, and spelled words correctly in your essay. Then exchange your essay with your partner and check his/her paper for capitalization, punctuation, indentations, and spelling. When you and your partner finish reading one another's papers, look over your paper to see if you need to make any final corrections to it.	Final paper has paragraphs that are indented, sentences that begin with capital letters and end with appropriate punctuation, and words that are spelled correctly.	1. Handout the essays student wrote the day before and the checklist for each essay. 2. Tell students they need to edit the papers so they can make sure the punctuation, capitalization and spelling are good. 3. Post an editing rubric/checklist on the board and explain each element (indentation, capital letters, end punctuation, and spelling). Discuss how to move through the list, one element at a time to check their work. then have students use the checklist to check for each element in their own papers, making corrections as they read. 4. Next have students switch papers with a partner. Using page two of the checklist, students will peer-edit their partner's paper. Show students how to fill in the checklist. Send partners off to read each other's papers and complete the checklist. 5. Have partners share their feedback and suggest necessary corrections. 6. Give students time to correct papers before turning them in.

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided