

Through the Eyes of Another

Perspective Changes Everything!

The point of view from which a story is told allows us to look at the world in new and different ways.

Think the poem Paul Revere's Ride by Henry Wadsworth Longfellow. Consider the perspective of the poet telling the story. Imagine how the story would change if the author had chosen to write from a different point of view.

Retell this story from a new perspective.








Your writing will be assessed using the narrative writing rubric. Use the checklist below and the rubric to help you as you write.

Story Elements Checklist:

- Title
- Setting
- Point of View Established (Different from the Original Story)
- Problem (What the character wants)
- Clearly Developed Beginning
- Clearly Developed Middle
- Clearly Developed / Logical Ending
- Original Story is Recognizable, But Significantly Altered by the *Point Of View*

Name: _____

Grade 4 **W.4.3** **Narrative Writing** **W.4.10**

Points Possible	Requirement	Points Earned
	<p style="text-align: center;">IDEAS</p> <p> <input type="checkbox"/> My story makes sense and I answered the prompt with a real or imagined story. W.4.3</p> <p><input type="checkbox"/> I used dialogue in order to show what the characters said to one another and what they were thinking or feeling. W.4.3b</p> <p><input type="checkbox"/> I clearly established characters, a setting, and problem. W.4.3a</p>	
	<p style="text-align: center;">Organization</p> <p> <input type="checkbox"/> There is a clear sequence of events (beginning, middle, & end). W.4.3</p> <p><input type="checkbox"/> I used a variety of transition words/phrases. W.4.3c</p> <p><input type="checkbox"/> The resolution makes sense. W.4.3d</p>	
	<p style="text-align: center;">Voice</p> <p> <input type="checkbox"/> It is clear why this story was important for me to tell. W.4.4</p>	
	<p style="text-align: center;">Word Choice</p> <p> <input type="checkbox"/> I used strong vocabulary, including amazing & varied adjectives/adverbs. W.4.3a</p> <p><input type="checkbox"/> I used words that will create images in the mind of audience. W.4.3d</p>	
	<p style="text-align: center;">Sentence Fluency</p> <p> <input type="checkbox"/> The story sounds perfect when I read aloud. L.4.1</p> <p><input type="checkbox"/> I used different kinds of sentences throughout my story. L.4.1f</p> <p><input type="checkbox"/> I do not use run-ons or have incomplete sentences. L.4.1f</p>	
	<p style="text-align: center;">Conventions</p> <p> <input type="checkbox"/> I used correct capitalization and punctuation. L.4.2a & L.4.3b</p> <p><input type="checkbox"/> I correctly used commas and quotation marks when using dialogue. L.4.1b</p> <p><input type="checkbox"/> I checked to make sure I spelled each word correctly. L.4.2d</p>	
	<p style="text-align: center;">Presentation</p> <p> <input type="checkbox"/> My handwriting is legible and my format makes my story better. W.4.4</p>	

Writing Process



Editing	✓	Date	Teacher / Student Conference	
Self-Edit: I have used the checklist/rubric to edit my work.			Yes	No
Peer-Edit: _____ used the checklist/rubric to edit my writing.			Teacher Initials	Date
			Revision Decision	

W.4.5

Teacher Comments