Task 4: Literary Devices

Story: The Summer of the Swans

Content Standards:

- Apply reading strategies to improve understanding and fluency.
- Identify the differences between first – person point of view, third – person point of view, third – person limited point of view, and third – person omniscient point of view.
- Perform skit to show the understanding for each point of view.
- Speak effectively using language appropriate to the situation and audience.

Task: Our focus skill for The Summer of the Swans is literary devices. You learned about various points of view that author’s use when writing stories. The points of view that were discussed in class is first - person point of view, third – person point of view, third – person limited point of view, and third – person omniscient point of view. In an assigned group of three, your group will perform examples of each point of view to the class.

I will be assessing your group as a whole, so everyone needs to be participating. When your group has finished performing, you will fill out a group evaluation.
**Rubric:**

**Literary Devices: Point of View**

**Scale:** 2 = correctly demonstrates point of view  
1 = incorrectly demonstrates point of view

<table>
<thead>
<tr>
<th>Point of View</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First – person point of view</td>
<td>2</td>
</tr>
<tr>
<td>Third – person point of view</td>
<td>2</td>
</tr>
<tr>
<td>Third – person limited point of view</td>
<td>2</td>
</tr>
<tr>
<td>Third – person omniscient point of view</td>
<td>2</td>
</tr>
<tr>
<td>All group members participated in skit</td>
<td>2</td>
</tr>
</tbody>
</table>

Total: /10
Rubric for group evaluation:

On a scale of 1 to 4 rank your group’s success in working together.

1 = poor 2 = average 3 = great

1. Setting achievable goals to complete assignment
2. Organizing to work together to complete assignment
3. Assigning group roles in skit
4. Accepting individual responsibilities
5. Listening to each other with respect
6. Taking turns speaking
7. Encouraging all group members
8. Avoiding the use of put-downs
9. Asking the teacher for help only when needed
10. Success of assignment

Choose one question from above and explain to me why you assigned the point value that you assigned.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Additional Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________