

dad's point of view of her fear

1160L

Point of View

Name: _____

Date: _____

Point of View
Answer the following questions as indicated

1160L

Point of View

Name: _____

How does Diana

- She was housing
- She is u
- She is fi
- She is e

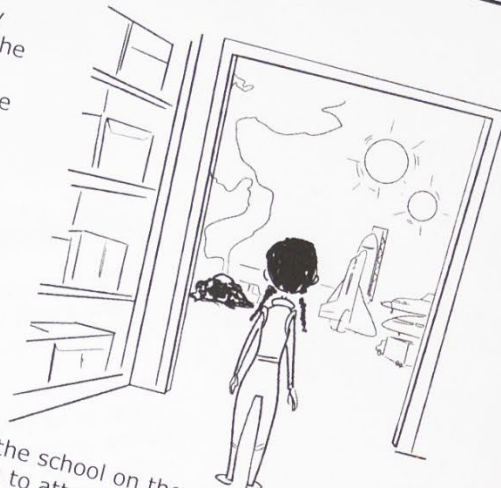
2. What textual evidence from the shuttle?

- "She had lived on
- "Her dad's current calls in t
- "There it caught i own fue
- "Her exam problem arrange

3. How does the influence the real pieces of evidence

The shuttle
left off, just
sputter in m
loud" blast.
Even after
of piloting logs
help but to ca

Shuttle Ride



1. Diana loitered nervously beneath the canopy at the edge of the launch pad, splitting her attention between the warehouse doors and the waiting shuttle. Each time a tractor pulled carts full of refined minerals or preserved foodstuffs, she peered around to see if her father was jogging along behind it. The harsh light from the two suns in the sky baked the rocky terrain and caused the air to shimmer. Most of the tractors were already rumbling past to other launch pads before she could clearly see who was following them.

2. Her dad had decided that, since the school on the planet's surface was shut down until further notice, she was going to attend junior academy classes on the moon base. She had insisted that she could find odd jobs to do on the planetside colony until her school's life support systems were stable again, but he had refused to even consider it. Her exam scores were good enough that the academy had to temporarily let her sit in, and her father had quickly made the arrangement for her.

3. Diana didn't mind getting out of the hot and stuffy colony housing, and she was honestly thrilled to be able to study with galactic navy cadets, engineers, and definitely be more interesting than the jocks. She found changing the cadets' uniforms to scrubbies. But going to the moon base meant having to ride in her father's shuttle. She had lived on the planet, she had never been off the surface. As a kid, she had been to the spaceport plenty of times, first with her mother while she was alive and then by herself to meet her dad after school. She had watched the shuttle take off and land millions of times, and she had never seen it crash. They did so with no problems at all. Her dad had some idea that most of the time, they did so with current shuttle alone, and he told her that he had only a few close calls in his whole career.

4. But she had seen one time that didn't go like the others. One of the first days she came alone, she had watched a shuttle take off, just like all the others had, and then suddenly sputter in mid-air. The blast was off, just like all the others had been shockingly loud, and the whole spaceport had been filled with chaos for hours afterwards. She had still been staring at the smoking hole where the shuttle had landed when her father had found her.

© 2010 Scholastic

Point of View

4. How does the story follow the protocol?

- a. The L.
- b. The f
- c. The
- d. The

5. How does the alien cite at 1

The
with
on
a
the
im.
to
some
say
an
nh
to
S.

Point of View

Answer the following questions. Color indicate

1. What is Jera's name?
- a. She's
 - b. She's
 - c. She's
 - d. She's

2. Which piece of equipment did they use for their safety?

- a. "H
- b. "SV
- c. "I
- d. "I

3. What evidence did Jera find?

Lan
fact
He
some
say
an
nh
to
S.

14. response for
searched for
attacked by
We need in
communicator
injector and
15. communic
tight." Jera
breath sh
she unhol
until back

Point of View

Name: _____

Date: _____

Point

Name: _____

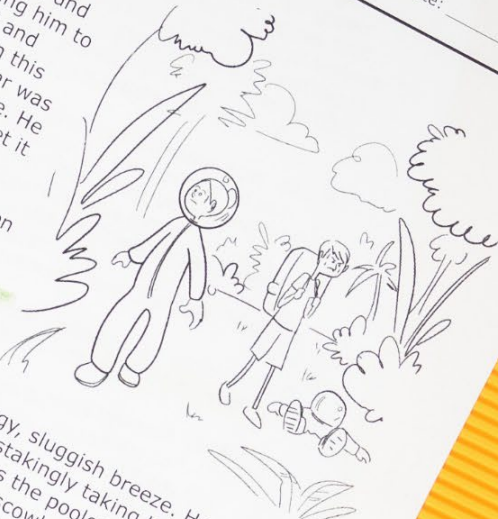
Date: _____

Point of View

Name: _____

Date: _____

Protocol



6. "We
voice tight."
down a few
"V

"Those thin
back to the
vegetation
brushed u
waved in
the orang
Landon d
specime"

8. eyes sp
pollinat
some

9. he sa

10. sectr

11. alm

12. stu

13. ex

14. sc

15. S

1. Landon stumbled to a halt and wiped his dripping forehead. The sweat on the back of his hand and the sweat on his face mingled and flowed into his eyes, causing him to squint and curse. The heat and humidity were oppressive on this planet, and his protective gear was just making it that much worse. He shrugged off his rucksack and let it fall to the ground, the empty containers inside clattering as he reached down and began to unfasten his pants cuffs from his boot covers.

2. "What are you doing?" Jera's voice cut through the whine of alien bugs that never seemed to end. Landon bit back a caustic response and finished rolling up one of his pants legs to expose his ankle and calf to the muggy, sluggish breeze. He continued to ignore Jera as he undid the other leg, painstakingly taking his time. He straightened up, fought off a wave of vertigo as the pooled blood in his head rushed to obey the planet's higher gravity, and scowled at Jera's incredulous expression. She was standing in the middle of a jungle, sweltering under her bulky uniform. She looked so ridiculous with sweat streaming down her face.

3. "What does it look like I'm doing?" he replied, grabbing for his rucksack and missing. He muttered angrily and snatched it off the ground. "This stupid suit is going to kill me."

4. Jera's eyes went wide as she shook her head. "You know that suit might actually save your life. Until we finish this survey and examine the specimens in the lab, we have no idea what the flora and fauna here could do to unprotected-" Landon cut her off with another curse, and her mouth compressed to a tight, thin line.

5. "Did you memorize the handbook or something?" He looked at her and laughed as her face flushed. "The captain's not here; you're not impressing anyone with your ability to mindlessly follow rules." He turned away and continued to trudge on through the alien jungle, swinging his feet forcefully to try to cool his legs off quicker.

Point of View

to determine the point of view as we read
characters involved?
How are they different?
How are they the same?
How does each character think or feel?
How does the author reveal the characters' point of view?
How does the author reveal the characters' point of view?
How does the author reveal the characters' point of view?

Point of View

Our **point of view** is the way that we, as individuals, perceive an event or experience. In other words, it's our perspective. It's very possible, in fact - likely - that different people have different points of view on the same event. When you read a story or poem, there is a clear point of view. Usually, it's the **narrator**, or speaker's, point of view while other times it is the author's point of view. In some texts, you may experience the events through the perspectives of one or multiple characters.

Read the text below. How would the Jada describe the event? How would Carla describe the event?

Carla watched around the corner with about half of the other swim team hopefuls as Coach J posted a piece of paper to the locker room bulletin board. As soon as Coach closed the door to her office, the girls stampeded to the paper, elbowing each other to get close enough to read the list of names. "Carla... Carla... Carla..." Carla thought as her eyes scanned up and down the list for the third time, searching for her name. Jada Pellston yipped in delight after scanning the list for the fourth and final time. Carla walked off in a dizzy haze after scanning the list for the fourth and final time, her name nowhere to be found.

Read the chart below and think about how the details in the story affect the characters' point of view. Fill in the empty boxes.

Character's Point of View	
Jada	Carla
Jada was thrilled to have been selected as a part of the swim team.	Carla had "walked off in a dizzy haze" after seeing her name was not on the list.
Carla is in disbelief that she didn't make the swim team. She is shocked and disappointed. She views this as a very negative experience.	Jada "yipped in delight" after reading the swim team list.
Although both Jada and Carla are experiencing the same event, they have very different perspectives, or points of view, about that event. As strong readers read a piece of literature, they understand that how an event is described is impacted by the person or thing describing it. By thinking about the storyteller's point of view, we can better think about how authors develop characters' attitudes, feelings, and beliefs.	



How Authors Develop Point of View

A character's **point of view** isn't written explicitly in the text. The author reveals a character or narrator's point of view throughout the text.

Here are some questions we can ask ourselves to determine the point of view as we read:

- What is the event taking place, and who are the characters involved?
- How are the characters involved similar to one another? How are they different?
- Do these differences cause the characters to see this event differently? How so?
- Does the text give us any clues, prior to this event, about how each character thinks or feels?

Let's take another look at this text. As you read, think about how the author reveals the characters' point of view.

Carla watched around the corner with about half of the other swim team hopefuls as Coach J posted a piece of paper to the locker room bulletin board. As soon as Coach closed the door to her office, the girls stampeded to the paper, elbowing each other to get close enough to read the list of names.

"Carla...Carla...Carla..." Carla thought as her eyes scanned up and down the list for the third time, searching for her name.

Jada Peliston yipped in delight directly into Carla's ear, causing her head to ring. Carla walked off in a dizzy haze after scanning the list for the fourth and final time, her name nowhere to be found.

Read the chart below and fill in the empty boxes by describing the ways the author reveals Carla and Jada's point of view.

What is the event taking place, and who are the characters involved?

- The girls swim teach coach is revealing the list of those who made the team.
- The characters are Carla and Jada.

How are the characters involved similar to one another? How are they different?

- Carla and Jada are similar because they are both hopeful that they made the swim team.
- Carla and Jada are different because *Carla is disappointed because she was not selected for the swim team, Jada is excited because she was chosen for the team*

Do these differences cause the characters to see this event differently? How so?

- Jada and Carla see the event differently.
- Because Carla doesn't make the swim team, she perceives the event as disappointing and maybe even shocking.
- Because Jada does make the swim team, *she sees this as a positive and happy experience that leaves her feeling excited*

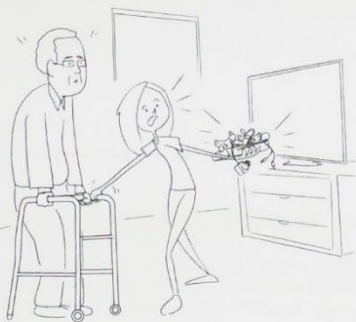
Does the text give us any clues, prior to the event, about how each character thinks or feels?

- The text gives us the clue that Carla was very excited to know if she made the team because she was waiting around the corner for Coach J to post the list. The text says "the girls stampeded to the paper," so Jada was probably very excited and anxious to know as well.



Joysticks

1. "Now, be careful of that dresser while you're moving the television!" Grandpa Harold chided from his armchair. Alex pulled back in surprise and stumbled over the walker parked next to the bed. She caught herself with her elbow on the handle of the walker and clutched the console she was carrying, juggling the tangle of wires and controllers piled on top to keep them from falling. "Your grandmother and I bought that back in '65 and we never once scratched the wood," he continued.



2. "You got it, Grandpa," Alex said. She looked at the big TV perched on top of the dresser, with just a thin, faded mat that protected the glossy finish. There was a thin layer of dust on the wood of the dresser; it didn't look like anybody had put anything on it for a long time. The TV was a bit dusty too, but Grandpa probably couldn't notice that from back in the chair or the bed. She awkwardly squeezed around the walker and put the console on the floor next to the dresser, then grabbed a cable from the pile as she scooted around to peer behind the TV.

3. "Do you need me to help you?" Grandpa Harold said, trying to sit up as he fumbled for the chair remote. The armchair he sat in was huge and motorized to help him get up and sit down. "I want to be able to watch the golf later."

4. "No, it's alright!" Alex said, straightening up and half-rushing to the chair. Her mom had told her that Grandpa needed help finding things to do now that he wasn't walking as well anymore. Both she and the nurse had been getting frustrated trying to let them help him instead of getting up and possibly tripping again. "I do this all the time at home." Once he settled back, she quickly popped all the cables in and plugged the console in, squeezing a little to get behind the heavy dresser without moving it. Then she grabbed the controllers and snuck past the chair to sit on the edge of the bed, dropping one on the arm of his chair. He picked it up, frowning at it from behind his thick glasses as she turned the console and TV on and started moving through the menus.

Writing questions. Underline the text evidence in the

Date: _____

attered, glancing at
trembling hands.
"this is a racing
you can pick
joystick to look
nced back and

ook at that? A '57
f those. Mine was
she had come into

"Alex said,
the color. There!"
hey grinned at
se.
me."

is about her grandfather

he feels through her own

irectly during the description

past when Grandpa Harold

ing her reaction to him

old's perspective on
al evidence to support

Harold
thought of
up the controller
lasses" and the
uttons."

ies change by the end
to support your

ld was
that had
Alex, that
up one of
ave to
she had

he idea that Alex is excited to he
a twinkle in his eye, and they
efore she moved on to pick a

snuck past the chair to sit on
a arm of his chair."
h using the joystick to look
y waited as he glanced back
a few times."

me into his room as he

POINT OF VIEW

6th grade

Table of Contents

*This product includes 12 Lexile[®] leveled stories in the 6th Grade Common Core Text Complexity Band (the range for 6th grade is 925-1185).

1. Point of View Journal Page/Anchor Chart
2. How Does the Author Develop Point of View Anchor Chart
3. Joysticks - 940L
4. Northern Stranger - 960L
5. Excerpt from *Black Beauty* - 970L
6. That Day in September - 980L
7. Protocol - 990L
8. Boy on the Pier - 1100L
9. Rangers in Training - 1130L
10. Excerpt from *The Three Spinners* - 1130L
11. Shuttle Ride - 1160L
12. *How The Whale Got His Throat* - 1390L
13. Test
 - Excerpt from *White Fang* - 930L
 - Unexpected Return - 1030L



ABOUT LEXILE LEVELS



MagiCore Learning, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure that students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1185L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."



Point of View

Our **point of view** is the way that we, as individuals, perceive an event or experience. In other words, it's our perspective. It's very possible, in fact – likely – that different people have different points of view on the same event. When you read a story or poem, there is a clear point of view. Usually, it's the **narrator**, or speaker's, point of view while other times it is the author's point of view. In some texts, you may experience the events through the perspectives of one or multiple characters.

Read the text below. How would the Jada describe the event? How would Carla describe the event?

Carla watched around the corner with about half of the other swim team hopefuls as Coach J posted a piece of paper to the locker room bulletin board. As soon as Coach closed the door to her office, the girls stampeded to the paper, elbowing each other to get close enough to read the list of names.

"Carla...Carla...Carla..." Carla thought as her eyes scanned up and down the list for the third time, searching for her name.

Jada Pellston yipped in delight directly into Carla's ear, causing her head to ring. Carla walked off in a dizzy haze after scanning the list for the fourth and final time, her name nowhere to be found.

Read the chart below and think about how the details in the story affect the characters' point of view. Fill in the empty boxes.

Character's Point of View	Details
	Jada "yipped in delight" after reading the swim team list.
Carla is in disbelief that she didn't make the swim team. She is shocked and disappointed. She views this as a very negative experience.	

Although both Jada and Carla are experiencing the same event, they have very different perspectives, or points of view, about that event. As strong readers read a piece of literature, they understand that how an event is described is impacted by the person or thing describing it. By thinking about the storyteller's point of view, we can better think about how authors develop characters' attitudes, feelings, and beliefs.

How Authors Develop Point of View

A character's **point of view** isn't written explicitly in the text. The author reveals a character or narrator's point of view throughout the text.

Here are some questions we can ask ourselves to determine the point of view as we read:

- What is the event taking place, and who are the characters involved?
- How are the characters involved similar to one another? How are they different?
- Do these differences cause the characters to see this event differently? How so?
- Does the text give us any clues, prior to this event, about how each character thinks or feels?

Let's take another look at this text. As you read, think about how the author reveals the characters' point of view.

Carla watched around the corner with about half of the other swim team hopefuls as Coach J posted a piece of paper to the locker room bulletin board. As soon as Coach closed the door to her office, the girls stampeded to the paper, elbowing each other to get close enough to read the list of names.

"Carla...Carla...Carla..." Carla thought as her eyes scanned up and down the list for the third time, searching for her name.

Jada Pellston yipped in delight directly into Carla's ear, causing her head to ring. Carla walked off in a dizzy haze after scanning the list for the fourth and final time, her name nowhere to be found.

Read the chart below and fill in the empty boxes by describing the ways the author reveals Carla and Jada's point of view.

What is the event taking place, and who are the characters involved?

- The girls swim teach coach is revealing the list of those who made the team.
- The characters are Carla and Jada.

How are the characters involved similar to one another? How are they different?

- Carla and Jada are similar because they are both hopeful that they made the swim team.
- Carla and Jada are different because _____

Do these differences cause the characters to see this event differently? How so?

- Jada and Carla see the event differently.
- Because Carla doesn't make the swim team, she perceives the event as disappointing and maybe even shocking.
- Because Jada does make the swim team, _____

Does the text give us any clues, prior to the event, about how each character thinks or feels?

- The text gives us the clue that Carla was very excited to know if she made the team because she was waiting around the corner for Coach J to post the list. The text says "the girls stampeded to the paper," so Jada was probably very excited and anxious to know as well.

Protocol

1. Landon stumbled to a halt and wiped his dripping forehead. The sweat on the back of his hand and the sweat on his face mingled and flowed into his eyes, causing him to squint and curse. The heat and humidity were oppressive on this planet, and his protective gear was just making it that much worse. He shrugged off his rucksack and let it fall to the ground, the empty containers inside clattering as he reached down and began to unfasten his pants cuffs from his boot covers.

2. "What are you doing?" Jera's voice cut through the whine of alien bugs that never seemed to end. Landon bit back a caustic response and finished rolling up one of his pant

legs to expose his ankle and calf to the muggy, sluggish breeze. He continued to ignore Jera as he undid the other leg, painstakingly taking his time. He straightened up, fought off a wave of vertigo as the pooled blood in his head rushed to obey the planet's higher gravity, and scowled at Jera's incredulous expression. She was standing in the middle of a jungle, sweltering under her bulky uniform. She looked so ridiculous with sweat streaming down her face.

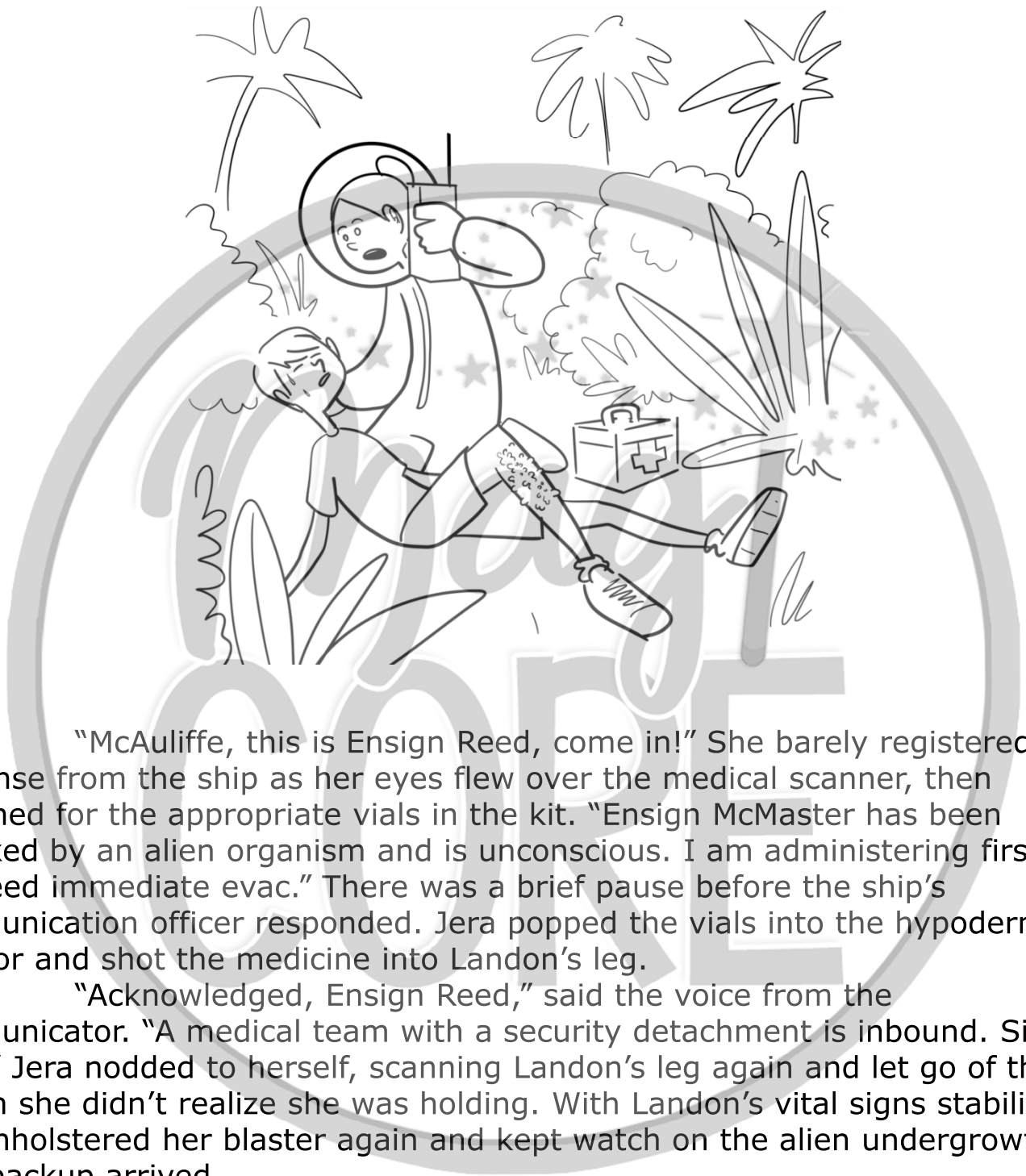
3. "What does it look like I'm doing?" he replied, grabbing for his rucksack and missing. He muttered angrily and snatched it off the ground. "This stupid suit is going to kill me."

4. Jera's eyes went wide as she shook her head. "You know that suit might actually save your life. Until we finish this survey and examine the specimens in the lab, we have no idea what the flora and fauna here could do to unprotected-" Landon cut her off with another curse, and her mouth compressed to a tight, thin line.

5. "Did you memorize the handbook or something?" He looked at her and laughed as her face flushed. "The captain's not here; you're not impressing anyone with your ability to mindlessly follow rules." He turned away and continued to trudge on through the alien jungle, swinging his feet forcefully to try to cool his legs off quicker.



- 6.** "We can take a minute if you're overheating," Jera continued, her voice tight. "I haven't seen you take an electrolyte tablet lately. I've needed to down a few because of how much I'm sweating."
- 7.** "What are you, my mother?" Landon snapped over his shoulder. "Those things taste terrible. I just want to get this over with so we can get back to the ship." Vibrant colors caught his eye through the brownish-green vegetation. He stomped through the undergrowth, kicking at the leaves that brushed up against his exposed ankles. In a small clearing, a clump of flowers waved in the wind, their neon purple and vibrant yellow petals shimmering in the orange light of the red giant that hovered oppressively above the jungle. Landon dropped his rucksack again and rummaged around inside for a specimen container.
- 8.** "Fascinating!" Jera had followed him. She was grinning now, and her eyes sparkled as she looked at the flowers. "We haven't encountered any pollinators yet, but flowering plants indicate that they must be around here somewhere. What did the scans show?" Landon rolled his eyes.
- 9.** "We can do those when we're back in the shuttle's climate control," he said, popping the lid off of a specimen container.
- 10.** "Landon, you can't keep breaching protocol!" Jera insisted. "This sector is completely unexplored and—"
- 11.** "Would you just shut up already!" Landon yelled as he spun around, almost crushing the brightly colored plant beneath his boot. "You and your stupid protocol can go- AHFFF!"
- 12.** Jera stepped back in shock as the flowers turned towards Landon's exposed leg and lunged forward, wrapping their petals around his calf. His scream echoed through the jungle, and he fell as he tried to pull free, the strange organism holding him in place. Jera's jaw dropped as pale legs emerged from the ground, followed by a thick, sinuous body, but her training quickly overcame her shock. Before the creature could finish climbing out of the ground, her blaster was in her hand, and she fired three times at the base of the flower-like neck. The thing shivered silently, then released Landon as it slumped on its side, going still.
- 13.** Jera raced over to Landon. His leg was swelling around what looked like hundreds of puncture marks. She whipped out her first-aid kit, then thumbed her communicator as she scanned his leg.



14. "McAuliffe, this is Ensign Reed, come in!" She barely registered the response from the ship as her eyes flew over the medical scanner, then searched for the appropriate vials in the kit. "Ensign McMaster has been attacked by an alien organism and is unconscious. I am administering first aid. We need immediate evac." There was a brief pause before the ship's communication officer responded. Jera popped the vials into the hypodermic injector and shot the medicine into Landon's leg.

15. "Acknowledged, Ensign Reed," said the voice from the communicator. "A medical team with a security detachment is inbound. Sit tight." Jera nodded to herself, scanning Landon's leg again and let go of the breath she didn't realize she was holding. With Landon's vital signs stabilized, she unholstered her blaster again and kept watch on the alien undergrowth until backup arrived.

Answer the following questions. Underline the text evidence in the color indicated.



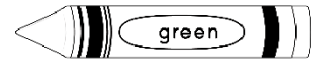
- 

- 



Point of View

4. How does the author reveal Jera's feelings about Landon's unwillingness to follow protocol?



- a. The narrator describes Jera's expressions and reactions to what Landon does and says.
- b. The author includes dialogue where Jera tells Landon how she is feeling.
- c. The narrator is omniscient and describes each characters' thoughts in detail.
- d. The author relates the events of the story to a similar experience in Jera's training.

5. How does the narrator's description of Landon and Jera's first encountering the alien organism influence the reader's understanding of events? Be sure to cite at least two pieces of textual evidence.



Lined area for writing answers to question 5.

Shuttle Ride

1. Diana loitered nervously beneath the canopy at the edge of the launch pad, splitting her attention between the warehouse doors and the waiting shuttle. Each time a tractor pulled carts full of refined minerals or preserved foodstuffs, she peered around to see if her father was jogging along behind it. The harsh light from the two suns in the sky baked the rocky terrain and caused the air to shimmer. Most of the tractors were already rumbling past to other launch pads before she could clearly see who was following them.



2. Her dad had decided that, since the school on the planet's surface was shut down until further notice, she was going to attend junior academy classes on the moon base. She had insisted that she could find odd jobs to do on the planetside colony until her school's life support systems were stable again, but he had refused to even consider it. Her exam scores were good enough that the academy had no problem letting her sit in, and her father had quickly made the arrangements for temporary lodgings for them both on the base.

3. Diana didn't mind getting out of the hot and stuffy colony housing, and she was honestly thrilled to be able to study with galactic navy cadets. It would definitely be more interesting than the job she found changing the carbon scrubbers. But going to the moon base meant having to ride in her father's shuttle.

4. She had been born in the colony, and in the thirteen years she had lived on the planet, she had never been off the surface. As a kid, she had been to the spaceport plenty of times, first with her mother while she was still alive and then by herself to meet her dad after school. She had watched the ships and shuttles take off and land millions of times, and she knew that, most of the time, they did so with no problems at all. Her dad had something like 20,000 hours of piloting logged in his current shuttle alone, and he told her that he had only a few close calls in his whole career.

5. But she had seen one time that didn't go like all the others. One of the first days she came alone, she had watched a shuttle lift off, just like all the others had, and then suddenly sputter in mid-air. The blast had been shockingly loud, and the whole spaceport had been filled with chaos for hours afterwards. She had still been staring at the smoking hole where the debris had landed when her father had found her.

6. "Diana!" She jumped as her father's approach brought her out of her memory. He grinned at her as the tractor roared towards the shuttle's cargo bay. He tossed her a pair of headphones to protect her ears while they double-checked all the systems on the shuttle. Diana anxiously looked over her dad's shoulder as he did the majority of the work, checking off boxes and copying dial readings on the clipboard he had given her before heading into the warehouse.

7. According to her dad, this was the part of the job that made sure he never had an accident like that unlucky shuttle pilot. There had been some problem with his fuel tanks, and he hadn't caught it before take-off. Diana tried not to think too much about their own fuel tanks as she triple-checked the readings. The corrosion on some of the gauges made it difficult to make out the numbers. Was that a 6 or an 8? When she finally turned to follow her dad, she found him waiting for her, patiently leaning up against the bulkhead.

8. "We're ready," he said, smiling at her, and suddenly Diana realized she didn't hear the tractor anymore. She looked over to see the cargo bay doors shut, and the warning lights on the edge of the launch pad flashing. She gulped as she followed her dad into the cockpit.

9. Diana read off the checklist to him as he reviewed the instrument panel and began flicking switches. Her throat tightened as the engine thrummed to life beneath them. Her dad reached over and gave her hand a squeeze, glancing at her with a smile as he completed the final countdown. Diana's stomach lurched as they began to accelerate upwards, slowly and wobbly at first as they cleared the ground, then faster as all the thrusters kicked in. She squeezed her eyes shut as she was pressed into her seat. Her hand soon hurt from gripping her dad's so tightly, but she barely noticed with all the shaking and noise.

10. "You're missing the best part," her dad said after the worst of it died down. She snuck a peek at him, but he was looking out the thick glass into the dwindling atmosphere. She looked out and gasped. The whole planet was stretched out beneath her. She could see the glare of the suns reflecting off the greenhouses, the colorful deserts that surrounded the colony, and, on the edge of the horizon, the unexplored alien forests. As they tilted and aimed for the moon base, the purple ocean rolled into view beneath them as well.

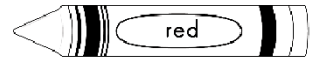


11. She turned to her dad and saw him grinning at her. "I told you it wasn't so bad," he said as he reached over to wipe a tear from her cheek. Then he punched the boosters, taking them into orbit.

Point of View

Answer the following questions. Underline the text evidence in the color indicated.

1. How does Diana feel about her school being shut down?



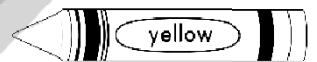
- a. She was happy to have a break from her stuffy home in the colony's housing.
- b. She is unsure about having to study on the moon base.
- c. She is frustrated that she won't see her friends at school.
- d. She is excited to have the free time to earn some money.

2. What textual evidence best supports the idea that Diana is afraid of flying in the shuttle?



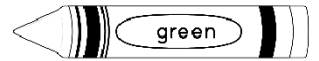
- a. "She had been born in the colony, and in the thirteen years she had lived on the planet, she had never been off the surface."
- b. "Her dad had something like 20,000 hours of piloting logged in his current shuttle alone, and he told her that he had only a few close calls in his whole career."
- c. "There had been some problem with his fuel tanks, and he hadn't caught it before take-off. Diana tried not to think too much about their own fuel tanks as she triple-checked the readings."
- d. "Her exam scores were good enough that the academy had no problem letting her sit in, and her father had quickly made the arrangements for temporary lodgings for them both on the base."

3. How does the author's description of the shuttle accident Diana witnessed influence the reader's understanding of her point of view? Cite at least two pieces of evidence.



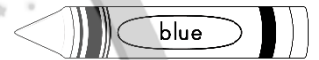
Point of View

4. How does the author develop Diana's dad's point of view of her fear?



- a. The author shows different ways that he reassures her throughout the day.
- b. The author gives examples of why Diana's fears are ridiculous and pointless.
- c. The author depicts his frustration over having to wait for Diana constantly.
- d. The author shows her dad is nervous enough to keep checking all the systems.

5. How does Diana's attitude about spaceflight change by the end of the story? Cite at least two pieces of textual evidence.



Lined area for writing the answer to question 5.

Terms of Use



How Can I Use This Resource?

Thank you for trusting MagiCore. Our mission is to create resources that support teachers and promote student success. Please note that this resource is licensed for use by a single teacher in a classroom setting. If you need to use this resource with more than one teacher and/or across multiple classrooms, additional licenses are available at a discount. You can purchase additional licenses by visiting your TPT "Purchases" page and then selecting "Download Additional Licenses" or by contacting me at julie@magicorelearning.com.



Good to Go



Not O.K.

- Use this resource personally or with your own children.
 - Use this resource in your own classroom with your students.
 - Provide this resource to your students to use at your instruction.
 - Print and/or copy for use in your own classroom.
 - Provide printed pages to a substitute teacher with the sole purpose of instructing your students.
 - Share with your students via a secure document portal or electronic learning platform that requires individual user verification and limits access to only the students in your own classroom (e.g. Google Classroom).
 - Review this resource with others with the sole purpose of recommending it to others for purchase, provided you share one of the links below:
- Share with others to use personally.
 - Share with others to use in another classroom.
 - Print or copy any page(s) and distribute them to other teachers or other classrooms.
 - Publish or host online in a manner where any of the material is accessible to anyone who is not a student in your own classroom, including but not limited to personal, classroom, or district websites that are accessible to the general public.
 - Use this resource commercially (e.g. Outschool).
 - Publish, sell, or otherwise distribute this product to anyone in manner inconsistent with these terms of use.

<https://magicorelearning.com/>

<https://www.teacherspayteachers.com/Store/Magicore>

© Copyright 2020, 2022. All rights reserved. The unlicensed reproduction or distribution of this product is strictly prohibited. Permission is granted to the original purchaser or licensee to make copies to use with students and/or to assign to students digitally providing it is only available to students assigned directly to the purchaser. Using this product in any manner that makes it accessible to the general public is strictly forbidden. Commercial use, including but not limited to online or in person classes, is prohibited. Contact julie@magicorelearning.com for commercial licensing information. Sharing without permission or hosting online in a public manner is a violation of the Digital Millennium Copyright Act (DMCA). These terms may be updated at any time. You can see the most up to date Terms of Use at

<https://magicorelearning.com/terms-of-use>.

Let's Connect!

www.magicorelearning.com



<https://www.teacherspayteachers.com/Store/magicore>



<https://www.facebook.com/MagiCoreLearning/>



<https://www.instagram.com/magicorelearning/>



https://www.pinterest.com/magicorelearning/_shop/



Julie@magicorelearning.com

Looking for more?



CREDITS

Author Jack LondonIllustrator Charles Livingston Bull / Public domain

Sewell, Anna, 1820-1878Blain, Mary E., 1872- / Public domain

Gleeson, Joseph M. (Joseph Michael), (1861-)? / Public domain

