

Fidelity Checklist

Point of View Guides (POVGs)

POVGs provide students the opportunity to practice thoughtful writing in a nonthreatening environment. Students are able to learn about topics in a more personal manner by placing themselves in the role of the subject matter being taught. POVGs are given as interview questions for the students to draw answers from both their text, the perspectives of different characters or things, and their own experiences. Because students are to “get inside the skin” of a character or subject, they are writing in informal, playful, first-person language (Vacca, Vacca, & Mraz, 2014).

Students participate in the POVG activity with the scenario and interview questions provided by the teacher. Assuming the role of the subject matter, students write down their answers in the first-person informal language, taking what they’ve learned and their own personal experience when forming their responses. The responses can then be shared with the class for discussion and comparison.

POVGs are not only a creative activity, but they also are an informal way to assess students’ comprehension of the text. They can be used in a variety of lessons, such as Social Studies, Science, or English Language Arts. It is important that the educator creates the POVG questions in an interview format to encourage students to take on the role of the subject they are answering for. Students are encouraged to think about their text from different points of views and perspective by placing themselves into the situations and actively contributing their own experiences to the role (Vacca, Vacca, & Mraz, 2014).

Science of Reading connection: The POVGs strategy follows Scarborough’s Reading Rope (2018), as it takes language comprehension and word recognition to achieve skilled reading. By using their prior knowledge, learned vocabulary, and sight recognition of familiar words, students attain thoughtful and skilled reading. This writing strategy shows a great connection to reading development as students apply their understandings of textbook readings into their own personal voice.

Date:

Activity/Class:

DISCUSSION WEB	YES	NO	COMMENTS
1. Prepare students for reading by activating prior knowledge, raising questions, and making predictions about the text.			

2. Assign students to read the selection and then introduce the POVGs by handing out papers with scenarios and interview questions, relevant to the reading selection.			
3. Combine partners into groups of three to compare responses, work toward consensus, and reach a conclusion as a group.			
4. Give each group three minutes to discuss their perspectives on the questions and why they chose their responses.			
5. Have your students join in a whole-class discussion by comparing answers as a class.			
Total steps completed accurately:			
Percentage of steps completed accurately:			

Additional notes or comments:

