One Plant, Two Views

Track what two students think as their shared task changes.

7.RL.2.C "Explain how an author develops the points of view of different characters in a text (e.g., first-person, third person limited, third-person omniscient) and how they affect the reader's interpretation of a text."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline words that reveal Maya's thoughts, circle words that reveal Eli's thoughts, and box one place where their viewpoints differ.

The Last Seedling

1 At the school greenhouse, Maya lifted the lid of a seedling tray. A late frost had bent several tomato plants, but one green stem still stood straight. Maya felt a small spark of hope. "We can save it," she said. Across the bench, Eli tightened his gloves. He remembered last spring's failed garden and doubted that one plant could matter. Still, he watched Maya brush soil from the tray with careful fingers and said nothing.

2 Maya carried the tray to a sunny table and searched for a clean pot. She imagined ripe tomatoes at the summer food fair, and her hope made the work feel urgent. Eli filled a watering can, although he expected the weak stem to collapse. When he noticed a tiny new leaf curled beside it, he paused. He did not tell Maya, but his doubt loosened. The tiny leaf gave him a reason to keep helping.

3 By lunchtime, the seedling rested in its new pot beside the greenhouse window. Maya grinned at the label she had written: "Survivor." Eli read it and almost smiled. He still knew the frost could return, yet he placed the watering can within reach. Maya saw his action as proof that he believed in the plant now. Eli simply wanted to be ready if it needed help. The two students left the greenhouse with different reasons for feeling hopeful.

2 ANSWER WITH EVIDENCE

Use the passage

1. What point of view does the narrator use? Give two details that show how the narrator knows more than one character's private thoughts.

2. How do Maya and Eli view the seedling differently at the beginning of the passage? Use one detail about each character.

3. How does the author develop Eli's changing point of view? Explain using details from paragraph 2 or 3.

4. How does knowing both Maya's and Eli's thoughts affect the reader's interpretation of the ending?

3 YOUR TURN

Your own words

Write 4 to 6 sentences about two characters facing the same small problem. Use third-person omniscient narration to reveal each character's private thought, and make your final sentence explain how knowing both viewpoints shapes the reader's interpretation.

ANSWER KEY

One Plant, Two Views

GRADE 7 · 7.RL.2.C

PART 1 · READ AND MARK

Underline words that reveal Maya's thoughts, circle words that reveal Eli's thoughts, and box one place where their viewpoints differ. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What point of view does the narrator use? Give two details that show how the narrator knows more than one character's private thoughts.	**Third-person omniscient. The narrator reveals Maya's hope and imagined tomatoes, and Eli's memory of the failed garden, doubt, and later change of mind.**
2	How do Maya and Eli view the seedling differently at the beginning of the passage? Use one detail about each character.	**Maya believes the plant can be saved and feels hopeful. Eli remembers a failed garden and doubts that one plant can matter.**
3	How does the author develop Eli's changing point of view? Explain using details from paragraph 2 or 3.	**Eli first expects the stem to collapse. Seeing a tiny new leaf loosens his doubt, and later he keeps the watering can nearby because he wants to be ready to help.**
4	How does knowing both Maya's and Eli's thoughts affect the reader's interpretation of the ending?	**Readers understand that both students feel hopeful, but for different reasons. Maya thinks Eli now believes in the plant, while Eli is still cautious and wants to be prepared.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At the bus stop, Nia watched rain soak the cardboard poster. She feared the science-club display would be ruined before the fair. Omar, who had carried the poster, felt guilty, but he also noticed that the ink had not run. He suggested covering it with his jacket while Nia searched for a dry place. By showing Nia's worry and Omar's guilt and hope, the narrator helps readers see that both students care about saving the project.

Accept equivalent evidence for the third-person omniscient point of view and for each character's changing perspective. For the open response, look for two distinct private viewpoints, third-person narration, and a final explanation of the effect on readers.