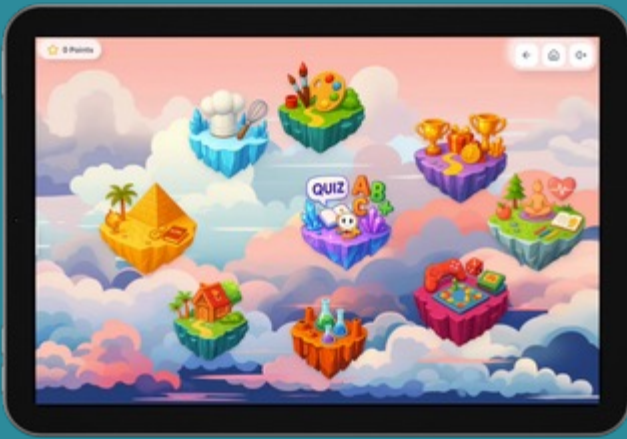


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One Theme, Two Narrative Voices - Year 6

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Teacher Preparation Guide: lessons 1–2

Purpose and materials

Five lessons of 45–60 minutes. Prepare the two complete original Yellow Notebook stories, display, evidence grids, discussion cards, Green Scarf and Silver Badge paired extracts, pencils and rubric. Read both alternate versions before teaching. They are fictional alternatives to the same dilemma, not sequential events.

Lesson 1: topic and theme

Elicit: “a lost notebook” names the topic. Ask for a complete claim about respect or choice. Show the R1 display, then read Version 1. Think aloud how “pressed it shut” gives evidence for a theme claim. Partners test a second phrase. Check each learner can distinguish topic from a defensible theme.

Lesson 2: narrator access

Read Version 2. Model whose thoughts readers learn directly. Use R3 Guided Grid, then one changed-condition example: the narrator reports Mina’s fear, reader knowledge changes even when Eli’s action does not. Check each learner separates direct text, observation and inference.

Teacher Preparation Guide: lessons 3–5

Lesson 3: revealing and withholding

Model one full R4 discussion turn, including a weak plot-only claim and a repair. Pairs use the 12 cards. Then R3 Core Grid asks for mixed independent decisions. Listen for a phrase from both stories and a voice explanation, not card completion alone.

Lesson 4: language and effect

Give the Green Scarf reading before R3 Transfer Grid and R5 rehearsal. Model only the first decision. Learners compare a hopeful first-person guess with the third-person view of Noah's need and Tara's cost. Give criterion-specific feedback, then ask for a fresh point.

Lesson 5: independent evidence

Read Silver Badge paired extracts. Learners complete the assessment without displayed answers. Use R7 rubric: defensible theme, both exact details, voice explanation and coherent transfer. Accept justified alternative readings and accessible spoken/dictated responses. Record observed evidence and one next step.

Differentiation

Support: oral tell, a short complete extract, evidence stems. Core: independent paired points. Extension: defend an alternative and its consequence. Do not replace the target with decorative language or a new standard.

Assessment is criterion referenced. The 26-slide quiz supplements the written comparison; it does not replace it.

Discussion Card Key and feedback

Cards 1–4

1 Eli remembers exposure and keeps pages shut; first person shows his thought. 2 Eli sees raised shoulders; exact feeling is inferred. 3 The narrator states Mina dislikes public rough work. 4 Eli means to return the item; Mina feels her private choice has become public.

Cards 5–8

5 Eli apologises for saying what was inside. 6 Both endings value choice. Version 1 protects it early, Version 2 repairs a breach. 7 Returning alone may be insufficient when method causes harm. 8 Raised shoulders cannot prove Mina's exact thought in Version 1.

Cards 9–12

9 Third person shows Mina's private world before Eli understands. 10 Accept a supported alternative such as quiet care needs no praise. 11 A library is plot context; compare language and outcome to discuss theme. 12 Mina wishes the hall knew only the notebook was safe, or "Now my decision felt public".

Feedback routine

Ask: "Which exact words support that?" Then: "Whose knowledge does the narrator share?" Finally: "What does that change about the idea?" Reject invented feelings as facts; allow a labelled inference with evidence.

Keep this key with the teacher pages. The student cards contain no answers.

Same dilemma. Different voice. Different meaning.

Version 1:
close first person

“I pressed it shut.”

Version 2:
third person

“She wished they
knew only that her
notebook was safe.”



Compare what each narrator reveals,
then explain how that changes the theme.

Version 1: The Yellow Notebook

The yellow notebook lay under the bench outside our school library. I nearly walked past it. My own drawing folder was slipping under one arm, and the bell for afternoon clubs had already rung. Then I saw the silver star on the cover. Mina had drawn that star beside her name on the mural sign-up sheet.

I picked up the notebook and turned it over. No phone number. On the first page, just inside the cover, someone had written MINA, 6B. The next page lifted in the breeze. I pressed it shut before I could read anything else.

Across the courtyard two students from my class were heading toward the art room. I could have asked them to pass it on. That would have been quick. But last term my sketchbook disappeared for a day. By lunch, three people had told me what they thought of a half-finished drawing I had never chosen to show anyone. I still remembered the heat in my face.



Version 1: The Yellow Notebook

I tucked Mina's notebook under my folder and went to the library desk. The librarian had stepped into the storeroom. A sign said, BACK IN FIVE MINUTES. I watched the minute hand move. If I left the notebook there, anyone walking past could open it. If I took it to art club, I would miss the start of my own meeting. Neither choice felt grand. Both felt annoyingly possible.

The courtyard had emptied. A loose corner of paper kept pushing against my thumb, and I caught myself wondering whether Mina had drawn a mural idea other than mine. That thought made me hold the cover more firmly. I had entered the same competition. I could pretend I was checking for a phone number, but I already had the name I needed.

Through the glass doors I saw Mina searching around the bench. She checked beneath it, then scanned the path towards the oval. Her shoulders rose when she saw the notebook in my hand. I held it against my folder so the pages would not flap open.



Version 1: The Yellow Notebook

"I found this," I said when she reached me. "Your name was inside the cover. I didn't look further."

Mina took it with both hands. For a moment she only looked at the silver star. "Thanks," she said. "I was going to ask at the desk."

I wanted to tell her about my sketchbook, to explain why I had stood there guarding a notebook as if it were a tiny, yellow safe. But she did not owe me an audience for my good intentions. I nodded and hurried to the art room.



Version 1: The Yellow Notebook

When I arrived, the others were already laying out paint pots. No one asked where I had been. For a second I felt foolish for expecting them to. Then I thought of Mina finding her own pages exactly as she had left them. It was enough that she could choose when to open them, and whom to show.

I opened my own folder and looked at a sketch I had been too shy to pin to the wall. Returning a notebook had not made me brave all at once. I still waited until the table was nearly empty before sharing my drawing. But the decision felt like mine, which was the part that mattered.



Version 2: The Yellow Notebook at Assembly

The yellow notebook lay under the bench outside the school library. Eli found it on the way to art club. A silver star marked the cover, and MINA, 6B was written on the first page. He recognised the name from the mural sign-up sheet. He meant to return it before anyone could worry.

Mina was already worrying. She had filled the notebook with possible designs for the school mural, then crossed out most of them. She liked the idea of sharing a finished design. She disliked the thought of her class seeing every rough attempt. When she reached the bench and found only a pale square where the notebook had been, she turned her bag inside out.

Eli did not see her. The librarian's desk was empty, and he was afraid the notebook would be lost again if he left it there. He carried it in a tin snail, where students were gathering for the short afternoon assembly. He could see three members of 6B near the front. Perhaps they would know where Mina was.



Version 2: The Yellow Notebook at Assembly

From the doorway, Mina saw Eli carrying something yellow. She could not make out the silver star, and for one relieved second she thought it might be a folder from art club. Eli, meanwhile, mistook the gathering crowd for a useful way to find her quickly. Neither had heard what the other wanted from the afternoon.

"Has anyone seen Mina?" he called. A teacher handed him the microphone. Eli hesitated, then held the notebook high. "I found her yellow mural notebook. It's safe with me."

The room was noisy. He raised his voice so the message would carry. "The one with her drawings for the mural."

Near the doorway, Mina stopped walking. She could feel people turning. Nobody laughed; two students even smiled kindly. Still, she wished they knew only that her notebook was safe, not what was inside it. She had been deciding whether to enter the mural competition at all. Now that decision felt public.



Version 2: The Yellow Notebook at Assembly

Eli saw her face before he understood why it had changed. He walked over as the teacher moved the assembly along. "I wanted to make sure it got back to you," he said, handing her the notebook.

"I know," Mina replied. "I just wasn't ready to show those drawings."

Eli began to say that he had not opened it. He stopped. He had seen the words MURAL IDEAS through the clear cover pocket, and then he had repeated them to a hall full of people. His intention did not remove what she had heard.



Version 2: The Yellow Notebook at Assembly

I'm sorry I said what was inside," he said. "I could have asked for you without describing it."

Mina looked at the cover, checking that the silver star still sat in its corner. "Thanks for bringing it back," she said. "Next time, just use my name."

At art club, Eli found himself repeating her sentence. Returning the notebook had been the right decision. The way he had returned it mattered too. Later, when a classmate asked what Mina's sketches looked like, Eli said, "Ask her if she wants to show you." He had finally left that choice where it belonged.



Name: _____

Same Theme. Different Perspectives.



Narrator Knowledge and Theme Evidence Grid: Guided

Use details from the two versions of the story to answer each question.

1 In Version 1, 'I pressed it shut.' Who speaks? What does this action suggest?

2 In Version 2, 'Mina was already worrying.' Whose feelings can readers know directly?

3 Version 1 says Mina's shoulders rose. What can Eli observe? What would be only an inference?

4 Finish this theme claim: "Respect can mean _____."

Write one phrase from either story that supports your claim.

A **topic** names the subject.
A **theme** makes a defensible claim.



*Different voices.
Deeper understanding.*

Name: **ANSWERS**

Same Theme. Different Perspectives.



Narrator Knowledge and Theme Evidence Grid: Guided

Use details from the two versions of the story to answer each question.

1 In Version 1, 'I pressed it shut.' Who speaks? What does this action suggest?

Eli speaks. Closing the notebook suggests he protects Mina's choice to show her pages.

2 In Version 2, 'Mina was already worrying.' Whose feelings can readers know directly?

Readers know Mina is worried because the third-person narrator states it.

3 Version 1 says Mina's shoulders rose. What can Eli observe? What would be only an inference?

Eli sees her shoulders rise; relief is a plausible inference, not direct access to her thoughts.

4 Finish this theme claim: "Respect can mean _____."

Write one phrase from either story that supports your claim.

Respect can mean protecting another person's choice.

Evidence: 'I pressed it shut.'

A **topic** names the subject.
A **theme** makes a defensible claim.



Different voices.
Deeper understanding.

Name: _____

Date: _____

Narrator Knowledge and Theme Evidence Grid: Core

Use the two versions of the story about Eli and Mina to answer the questions below. Write in complete sentences. Quote the text accurately and explain your thinking.

1. Quote one Version 1 phrase that reveals Eli's private thought.

2. Quote one Version 2 phrase that reveals Mina's private thought.

3. Is 'Mina admired Eli's drawing' supported by the text? Explain.

4. What does Eli's apology reveal about returning the notebook?

5. Compare 'she could choose' with 'left that choice where it belonged'. What is similar or different about the ideas?

6. Write one paired theme claim about the two versions. Then cite a phrase from Version 1 and a phrase from Version 2 to support your claim.

PREVIEW

Name: **ANSWERS**

Date: _____

Narrator Knowledge and Theme Evidence Grid: Core

Use the two versions of the story about Eli and Mina to answer the questions below. Write in complete sentences. Quote the text accurately and explain your thinking.

1. Quote one Version 1 phrase that reveals Eli's private thought.

'I still remembered the heat in my face.'

2. Quote one Version 2 phrase that reveals Mina's private thought.

'She disliked the thought of her class seeing every rough moment.'

3. Is 'Mina admired Eli's drawing' supported by the text? Explain.

Unsupported. The stories do not say Mina sees Eli's drawing.

4. What does Eli's apology reveal about returning the notebook?

The way he returned it affected Mina, despite good intentions.

5. Compare 'she could choose' with 'left that choice where it belonged'. What is similar or different about the ideas?

Both endings value Mina's choice; Eli protects it in Version 1 and learns to restore it after a public mistake in Version 2.

6. Write one paired theme claim about the two versions. Then cite a phrase from Version 1 and a phrase from Version 2 to support your claim.

Both stories suggest respect includes another person's choice: V1 'she could choose' and V2 'left that choice where it belonged.'

The Green Scarf: two versions

Version 1, close first person:

The green scarf had slipped from a hook outside the music room. I recognised Noah's initials stitched into the label. The bus was due in five minutes, and I knew he had already gone to rehearsal. I left the scarf at the office with his name on a note. I imagined him collecting it tomorrow and hoped he would know I had tried to help. I did not see him standing at the bus stop in the cold.

Version 2, third person:

Tara saw Noah searching the bus stop while she carried the scarf towards the office. She had promised her grandmother she would catch the early bus. The office was close, but Noah was closer. She ran across the path and handed him the scarf. He wrapped it around his neck without asking where she had found it. Tara missed the bus, and Noah offered to wait with her for the next one. Neither student knew that the office door had already been locked.



Name: _____

Date: _____

Narrator Knowledge and Theme Evidence Grid: Transfer

Refer to the separate Green Scarf paired extracts.

Same theme. Different narrator. A deeper understanding.
Use evidence from both texts to explain how narrator knowledge shapes meaning.



1. What does the first-person finder know, and what is only hoped for?
Cite a phrase.

2. What extra information does the third-person narrator give about Noah or Tara?
Cite a phrase.

3. Compare what care costs or risks in the two versions.
Use one detail from each and explain how narrator access shapes meaning.

Name: **ANSWERS**

Date: _____

Narrator Knowledge and Theme Evidence Grid: Transfer

Refer to the separate Green Scarf paired extracts.

Same theme. Different narrator. A deeper understanding.
Use evidence from both texts to explain how narrator knowledge shapes meaning.



1. What does the first-person finder know, and what is only hoped for?

Cite a phrase.

The finder knows the scarf is Noah's and leaves it at the office;
'I imagined him collecting it tomorrow' is a hope, not knowledge.

2. What extra information does the third-person narrator give about Noah or Tara?

Cite a phrase.

The narrator shows Noah 'searching the bus stop' and Tara missing the bus.

3. Compare what care costs or risks in the two versions.

Use one detail from each and explain how narrator access shapes meaning.

Both finders try to care for Noah; first-person makes the delayed return feel reasonable but uncertain, while third-person shows the immediate need and Tara's real cost.



Alternative Reading Discussion Cards

One Theme, Two Narrative Voices

DIFFERENT VOICES

DEEPER UNDERSTANDING

1

Cut out and shuffle the 12 cards.



2

Partner A reads one card and makes a claim.



3

Partner A quotes a phrase and explains what the narrator reveals or withholds.



4

Partner B offers a supported alternative or checks the claim against the story.



5

Check the teacher key after discussion. Finish when all 12 cards have been explained.



Worked Turn



Weak answer:
Because it is yellow.

Repair:

He remembers his own exposed sketchbook, so his first-person voice links privacy to respect.



Every turn practices reasoning.

Alternative Reading Cards 1-6



1



Why does Eli press the notebook shut in Version 1? Cite a phrase and explain voice.

Evidence: _____

2



What can Eli observe about Mina at the library? What remains an inference?

Evidence: _____

3



Why does Mina worry in Version 2? Cite the narrator's words.

Evidence: _____

4



Compare Eli's intention with Mina's response at assembly.

Evidence: _____

5



What changes after Eli apologises? Use a phrase.

Evidence: _____

6



Both endings mention choice. Explain one similarity and one difference.

Evidence: _____

Alternative Reading Cards 7–12

7



Is returning an object
always enough?
Compare both versions.

Evidence:

8



Can Mina's lifted
shoulders prove her exact
thoughts in Version 1?
Qualify.

Evidence:

9



Why can readers
understand Mina before
Eli does in Version 2?

Evidence:

10



Offer another defensible
theme for Version 1
with evidence.

Evidence:

11



Repair: Both texts
mention a library, so they
teach the same lesson.

Evidence:

12



Which word or sentence
best shows the cost of
Eli's public return?
Explain.

Evidence:

Name: _____

Date: _____

The Green Scarf: evidence rehearsal

Read the paired reading page 'The Green Scarf: two versions' and then use evidence from the texts to answer the questions below.



1. Underline or copy one phrase in Version 1 that shows what the finder knows and one that shows what the finder merely hopes. Explain the difference between the two phrases.

2. In Version 2, quote one detail about Noah and one detail about Tara. Explain how the narrator for each reader evaluates the return differently.



Name: **ANSWERS**

Date: _____

The Green Scarf: evidence rehearsal

Read the paired reading page 'The Green Scarf: two versions' and then use evidence from the texts to answer the questions below.



1. Underline or copy one phrase in Version 1 that shows what the finder knows and one that shows what the finder merely hopes. Explain the difference between the two phrases.

Knows: 'Noah's initials stitched into the label' and leaving the scarf at the office.

Hopes: 'I imagined him collecting it tomorrow.'

First person cannot confirm Noah's need or response.

2. In Version 2, quote one detail about Noah and one detail about Tara. Explain how the narrator lets readers evaluate the return differently.

Noah is 'searching the bus stop'; Tara 'missed the bus'.

The third-person narrator reveals immediate need and the cost of helping.



Name: _____ Date: _____

Point-by-Point Voice Comparison: rehearsal

Refer to the separate *Green Scarf* paired extracts.



1 Theme claim and comparison

Write one defensible theme claim about returning the scarf. Then compare the two versions point by point. Use an exact detail from each extract and explain how first-person versus third-person access changes the meaning.

2 Repair the weak claim

'Both stories are about a green scarf, so they have the same theme.'

Explain why that similarity is insufficient to determine theme. Offer a supported alternative reading, using ideas and details from the extracts.

Point-by-Point Voice Comparison: rehearsalRefer to the separate *Green Scarf* paired extracts.**1 Theme claim and comparison**

Write one defensible theme claim about returning the scarf. Then compare the two versions point by point. Use an exact detail from each extract and explain how first-person versus third-person access changes the meaning.

Sample: Both finders intend to help Noah. In Version 1, 'I imagined him collecting it tomorrow' makes care a hopeful plan without proof it succeeds. In Version 2, Noah is 'searching the bus stop' and Tara 'missed the bus', so the narrator shows the need and the cost of acting now.

2 Repair the weak claim

'Both stories are about a green scarf, so they have the same theme.'

Explain why point similarity is insufficient to determine theme. Offer a supported alternative reading, using ideas and details from the extracts.

A scarf is the topic, not a theme. A supported alternative: care may demand attention to what the owner needs now, while a reasonable plan can still leave that need unseen. Accept another paired reading with evidence.

Name: _____

The Silver Badge: two versions

Version 1: close first person

I found a silver badge beneath a chair after the lunchtime debate. It said SCHOOL CAPTAIN on the front. I put it in my pocket so nobody would step on the pin. I meant to hand it to Ava after class, but when I saw her with her friends, I worried they would think I had taken it. I waited until the corridor was empty and slid it into her locker through the gap. I never saw her find it. I told myself that returning it quietly was enough.

Version 2: third person

Ben found the badge beneath the same chair. Ava was searching the empty hall, afraid the pin might have caught in someone's shoe. Ben saw her kneel beside the seats and held up the badge. He asked, "Is this yours?" Ava checked the scratched letter A on the back before taking it. She thanked him, then fastened it to her blazer. Ben had thought a public question might embarrass her, but the narrator shows her relief and the detail that proved ownership.



Name: _____

Date: _____

Point-by-Point Voice Comparison: assessment

Read *The Silver Badge*: two versions before answering. Write a defensible theme claim about returning the badge. Use one exact detail from each version. Explain how each narrator's access to the finder or Ava changes what readers understand. You may offer a different supported interpretation.

PREVIEW

- ☐ Theme claim
- ☐ Evidence from Version 1
- ☐ Evidence from Version 2
- ☐ Voice explanation

Name: ANSWERS

Date: _____

Point-by-Point Voice Comparison: assessment

Read *The Silver Badge*: two versions before answering. Write a defensible theme claim about returning the badge. Use one exact detail from each version. Explain how each narrator's access to the finder or Ava changes what readers understand. You may offer a different supported interpretation.

Both finders fear embarrassment, but the first-person voice leaves Ava's response unknown: 'I never saw her find it.' In the third-person version, readers see Ava check 'the scratched letter A' and feel relief. The difference suggests care requires attention to the owner's actual situation, not only the finder's intention.

PREVIEW

- ☒ Theme claim
- ☒ Evidence from Version 1
- ☒ Evidence from Version 2
- ☒ Voice explanation

Learning Evidence Rubric: comparing narrative voice

Criterion	Needs teaching	Developing with support	Target met independently
Concept and accuracy	Plot facts only or inaccurate claim	Theme on familiar model with prompt	Defensible theme in fresh case
Application and procedure	Cannot compare both texts yet	Uses a model or step prompts	Compares both texts point by point
Reason and evidence	Guess or unsupported opinion	Relevant detail, weak connect	Exact detail from each explains voice
Transfer and communication	Response hard to interpret	Clear with support; fresh case, concise	Coherent independent fresh comparison

Evidence observed:

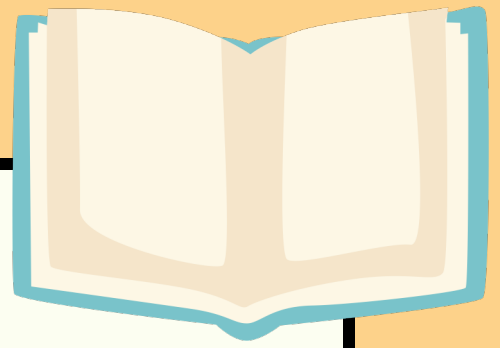
Next teaching step:

Accept supported alternatives and accessible response modes.

One Theme, Two Narrative Voices



Purpose and starting point



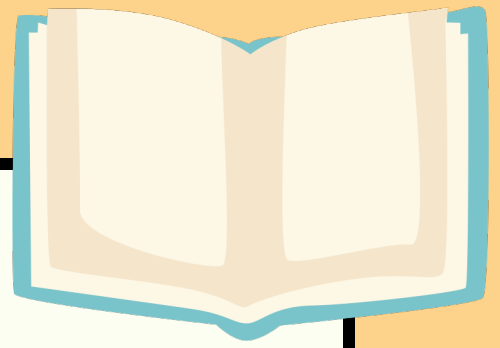
We compare how two narrators shape one's notebook dilemma.

Success: make a thematic claim, quote both versions, explain voice.

Diagnostic: Is "notebook" a topic or theme?

What can Emma tell us about Mina in Version 1?





Six useful words

Topic: the subject. Theme: a defensible statement about life.

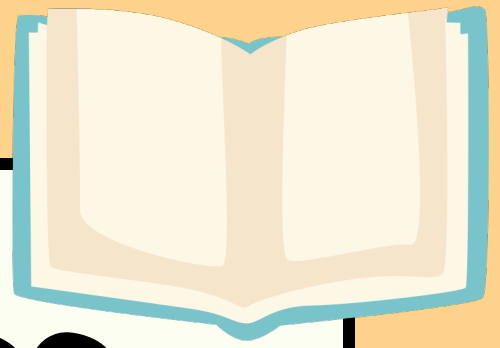
Plot: what happens. Voice: how a narrator tells it.

Form: the kind of text. Comparison: paired points with evidence.

A theme must say more than "both stories have a notebook".



Same dilemma, different access



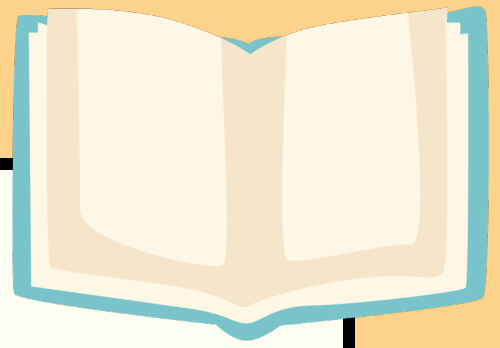
Version 1 stays close to Eli's "I": what he's about to do.

Version 2 tells Eli's intention and Mina's private response.

Ask: What does each choice help us understand?

Use the display board to read the complete stories.





Version 1: a private choice

“I pressed it shut” shows Eli choosing not to read Mina’s pages.

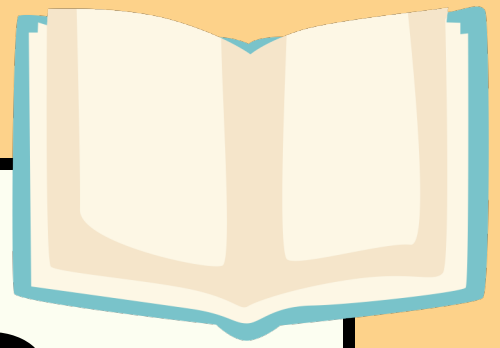
His remembered embarrassment explains his caution.

“No one asked where I had been” exposes his wish for praise.

Mina’s exact thoughts remain outside this first-person voice.



Version 2: public consequences



“She wished they knew only that her notebook was safe.”

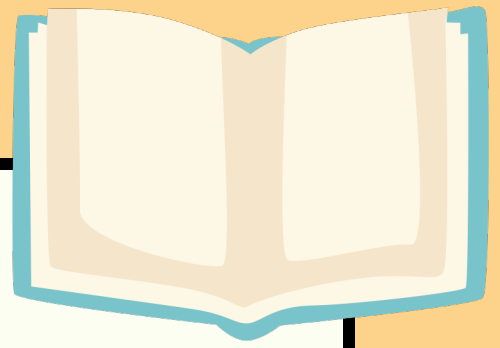
Readers know Mina’s discomfort before Ender understands it.

“His intention did not remove what she had heard.”

Returning an item helps, but the method can need repair.



Guided decision



At the library desk, why does Eli hesitate?

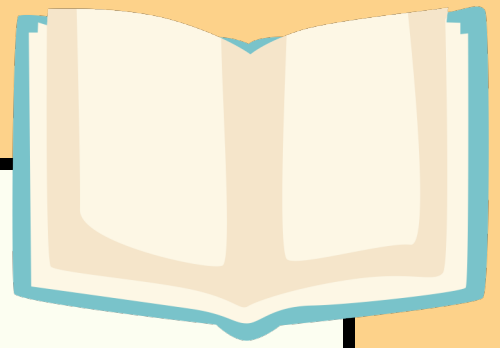
Find a phrase that gives direct access to his thinking.

What can he observe about Mina?

Pause, then compare your evidence with a partner.



Guided answer and reason



Eli remembers “the heat in my face” from his own sketchbook.

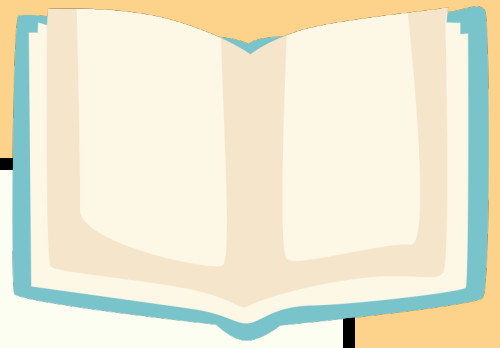
That memory helps explain why he protects Mina’s pages.

He sees her shoulder rise, but he cannot know her exact thoughts.

Observation and inference are different kinds of evidence.



Changed condition



In Version 2, the narrator says Ming dislikes doing rough work.

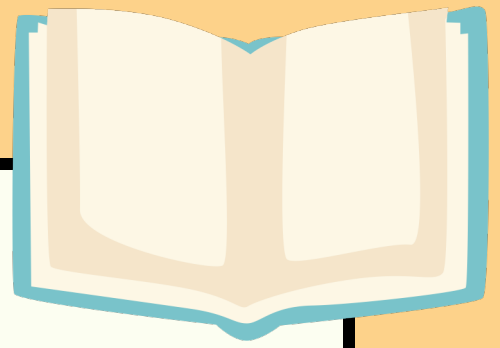
Eli still wants to return the notebook quickly.

Readers now see what a public announcement affects her.

Explain what changed in reader knowledge, not just in plot.



A complete discussion turn



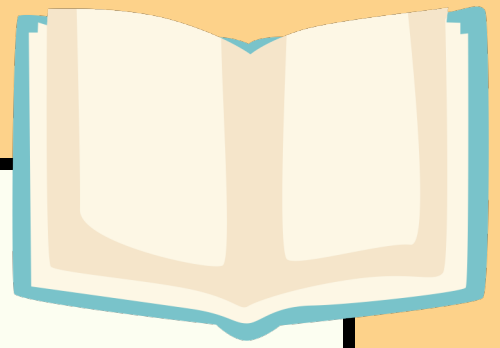
Claim: Eli's good intention has an unintended cost.

Evidence: Mina wishes people knew only the notebook was safe.

Voice: third person shows her private response.

Repair "both have notebooks" by explaining the different effects.





Your card challenge

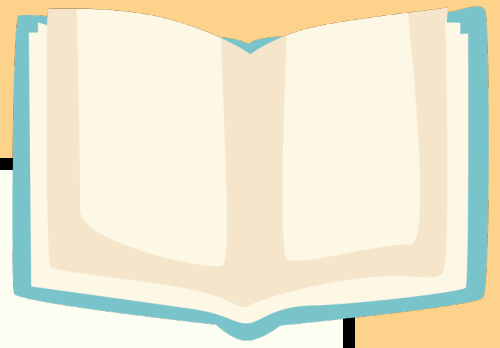
Compare “I didn’t look further” with Mami’s wish that the hall knew
only her notebook was safe.

Name one similarity and one difference.

Quote a phrase from each version.

Explain what each narrator lets readers know.





A common weak comparison

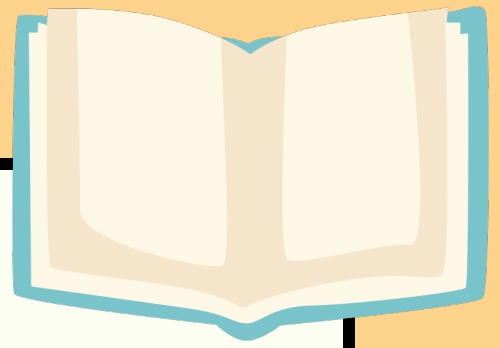
Weak: “Both stories have a yellow notebook so the themes match.”

A shared object is a **fact**

Stronger: both have the choice, but one protects it quietly and the other restores it as a public mistake.

Support that difference with language from both endings.





Transfer: the green scarf

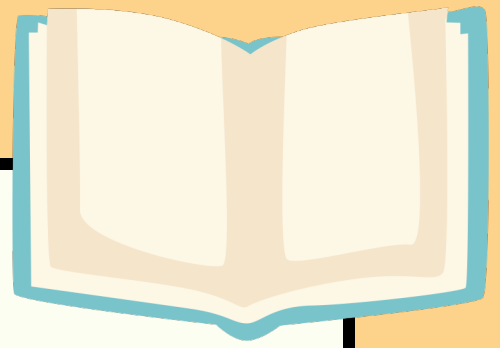
Version 1: “I imagined him collecting it from my room.”

The finder hopes; Noah’s response remains unknown.

Version 2: Noah searches for the bus stop while Tara misses her bus.

What does the story and exercises change about the meaning of care?





Three routes, one target

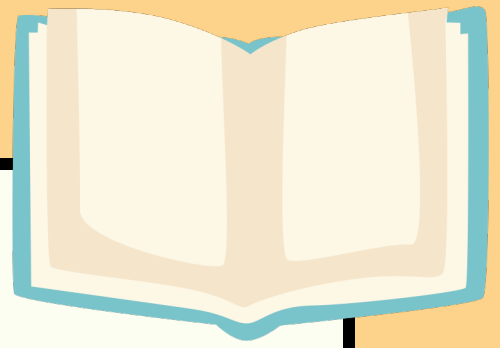
Support: read a short complete version aloud and use an evidence stem.

Core: compare paired details with a model beside you.

Extension: test their reading and explain its consequence.

Everyone still makes a claim, uses both texts and explains voice.





Independent comparison

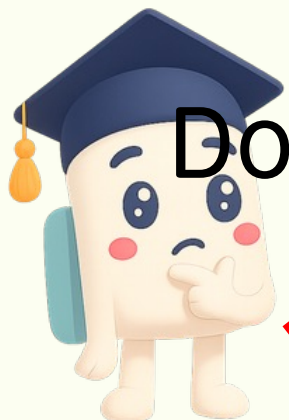
Read The Silver Badge: two versions.

Write a defensible theme claim about returning the badge.

Use an exact detail from each version.

Explain how point of view or diction changes the interpretation.

Do not rely on your own reported preference.





Check your evidence

Underline your detail from Version 1.

Circle your detail from Version 2.

Find the sentence that explains narrator access.

Record one phrase next to each part that is missing.





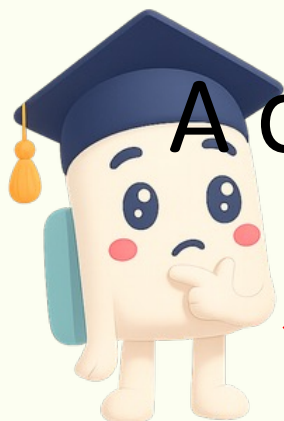
What this unit shows

The same duty can be handled in different ways.

First person can make an impression vivid while leaving an effect unknown.

Third person can show another character's response.

A comparison of evidence and explains the changed meaning.



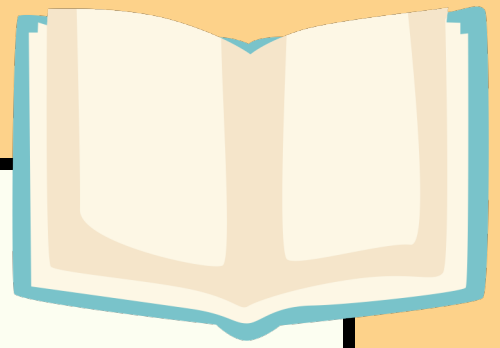


Well Done!
Compare the
voices.



One Theme, Two Narrative Voices Quiz





Topic or theme?

Is “a lost notebook” a topic or a theme?

Compare it with: “Protecting another person’s choice can show respect.”





Answer 1

“A lost notebook” names the topic.

The second sentence is a theme claim because it says something defensible about respect.

An object or event is not a theme.



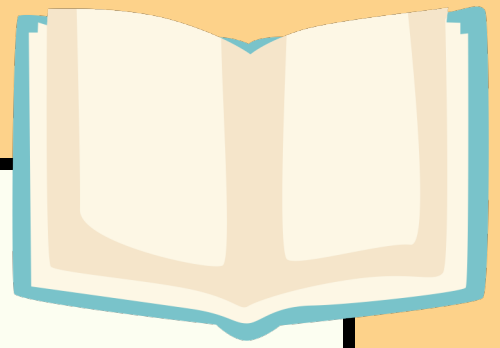


Eli's private memory

Why can Eli describe his own embarrassment in version 1 but not Mina's private thoughts?

Cite a phrase.



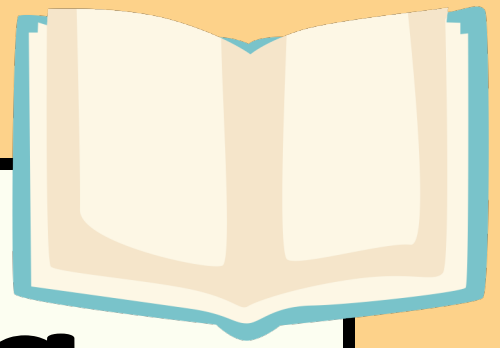


Answer 2

Eli is the first-person narrator. "I still remember the heat in my face" gives his private memory.

He can observe Mind's actions; her thoughts remain an inference.





What readers know about Mina

In Version 2, what does the narrator reveal about Mina before Eli understands it?

How does that change the assembly scene?





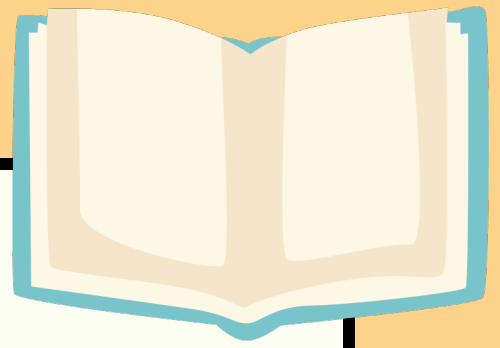
Answer 3

Minda dislikes her class seeing round windows. The narrator says she wishes people knew only the notebook was safe.

Readers see harm in Mr. S's public declaration before he does.



Action or inference?



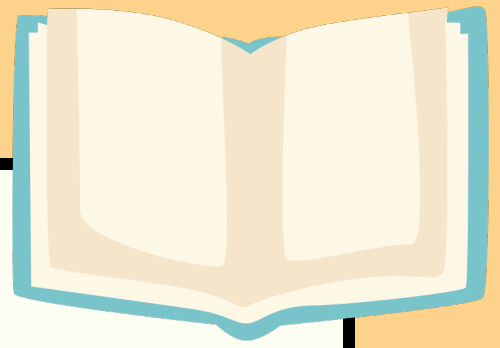
Eli presses the notebook shut.

What does that action support?

What claim about Mind world remain only an inference?



Answer 4



It supports that Eli chooses not to read further. His earlier experience suggests a reason.

Minda's exact feeling at that moment is not directly reported in Version 1.



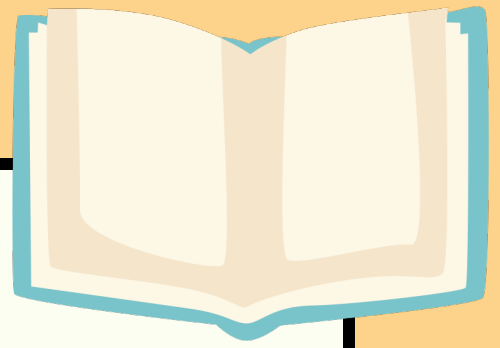
Change one condition



Imagine the story directly reports Minnie's feelings while Eli's action stays the same.

What changes for readers?





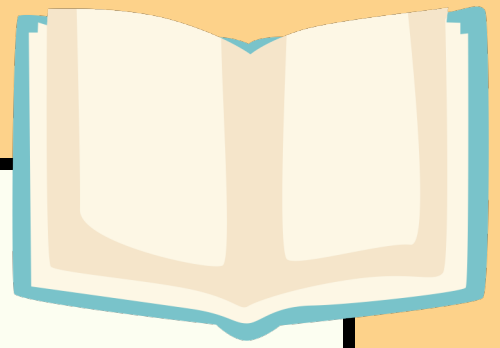
Answer 5

Readers gain direct access to Mir's inner.

The physical action stays the same but the narrator now lets readers judge its effect with more knowledge.



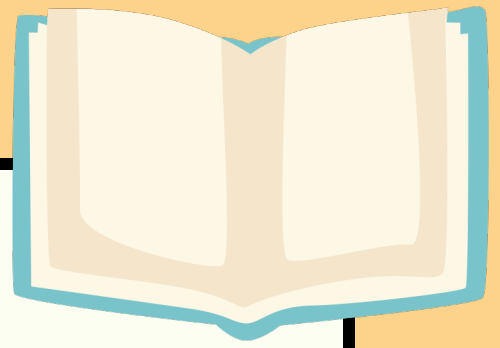
Repair a weak claim



“Both versions have a yellow note book and library, so they mean the same thing.”

What is wrong, and how would you repair it?





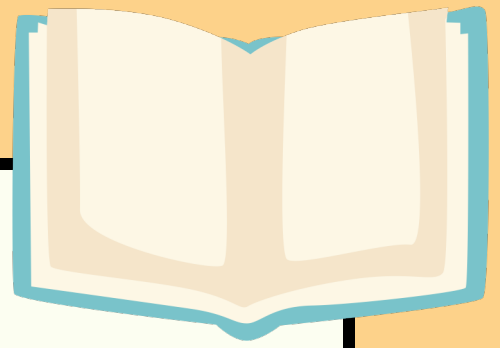
Answer 6

Those are plot similarities. Compare “She could choose” with “left that choice where it belonged.”

Both value choice, but one protects from the start and the other repairs a mistake.



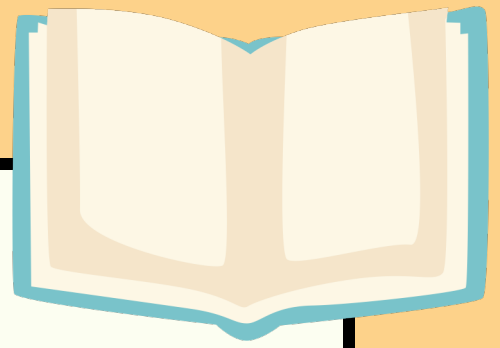
One discussion card



Compare Eli's "I didn't look further" with his assembly announcement.

Make a claim, cite evidence and explain voice.





Answer 7

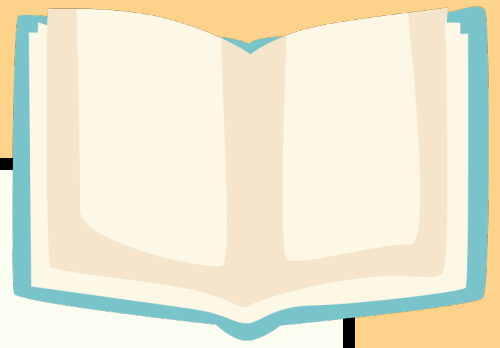
In Version 1, Eli's close voice shows a certain restraint.

In Version 2, the narrator reveals Maria's discomfort after he publicly describes her work.

A supported alternative can earn credit.



Compare the endings



“She could choose” and “left that home where she belonged.”

Name one similarity and one difference with evidence.





Answer 8

Both endings value Mind's control over her powers.

Version 1 ends with Eli respecting it quietly. Version 2 ends after he recognises and repairs an intrusion.





The green scarf

What does the first-person finder find after leaving the scarf at the office?

What remains a hope





Answer d

The finder knows Noah's initials and where the scarf was left.

"I imagined him collecting it tomorrow" is a hope; the finder did not see Noah at the cold bus stop.





Extra reader knowledge

What extra knowledge does the third-person omniscient narrator give readers?

Cite two details.



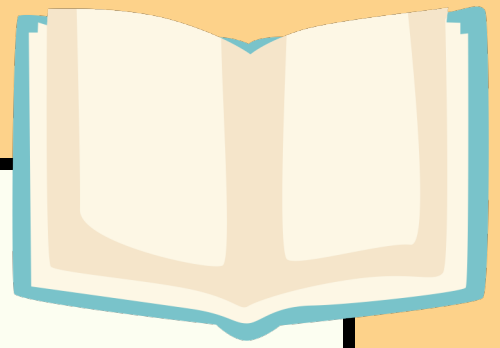


Answer 10

Readers see Noah “searching the bus stop” and Lara missing the bus.

That makes the immediate need and the cost of helping visible.



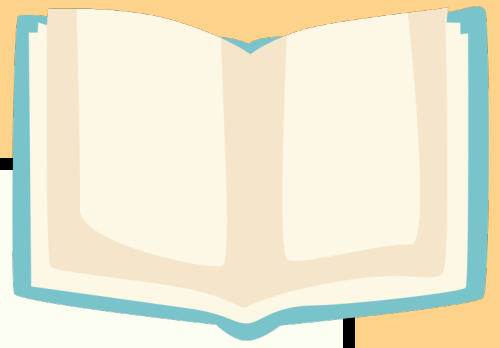


A claim to qualify

“Third person always tells the whole truth.”

Is that justified by these texts? Qualify the claim.





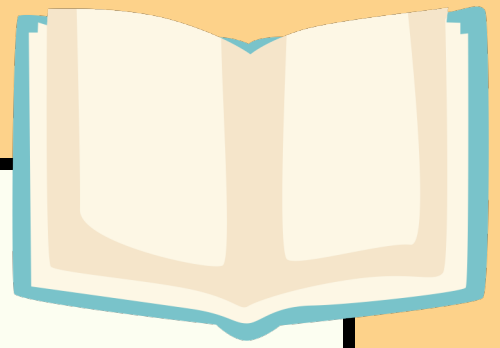
Answer II

No narrator automatically tells everything.

This third-person scarf narrator shows Noah's search and Tara's choice, but cannot see every possible judgement about the best action.



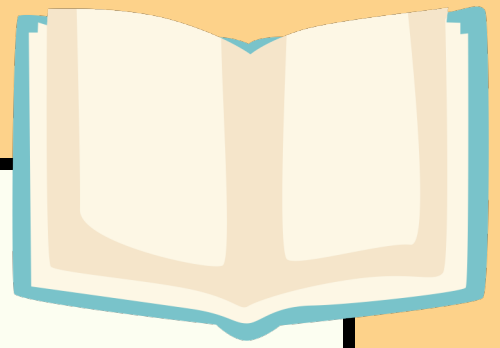
Independent target



The Silver Badge: compare both poems in one clear sentence.

Include a theme idea, one detail from each text and an explanation of voice





Answer 12: marking rule

Credit a defensible claim, exact evidence from both versions and a voice explanation.

For example, first person leaves Ave's response unseen, while third person shows her relief.

Accept another supported reading.





Well Done! Use
evidence.



PREVIEW