3rd ELA LEAP Practice
Week 1

1. Complete each day's work. Read the information and answer the Practice Questions on the pages for each day.
2. Read for 30 minutes each day.
3. Complete the reading log on the next page after you read each day.
Name: _________________________________________________________________

Reading Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Pages</th>
<th>1 question or prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/23/2020</td>
<td><em>The Three Little Pigs</em></td>
<td>1-20</td>
<td>I wonder why the third pig didn’t help his brothers build better houses?</td>
</tr>
</tbody>
</table>
Week 1 Day 1
Chapter 1

Features of Literature

This chapter covers the following standards: RL.1, RL.2, RL.3

Literature

You may not realize it, but you have read quite a bit of literature in your life. In school and maybe on your own too, you have read stories, books, poems, and maybe even plays. It's time to learn a little more about the kinds of literature you are reading.

Fiction

**Fiction** is the term for made-up stories. Fiction stories have characters, places, and events that are all made up by the author. Some fiction stories have real people or places in them. But what happens in the story is invented by the author. Here are some kinds of fiction:

<table>
<thead>
<tr>
<th>Genre</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fable</td>
<td>A fable is a short story with a lesson in it; fables often have talking animals as characters.</td>
<td>Aesop's fables</td>
</tr>
<tr>
<td>Fairy Tale</td>
<td>A fairy tale usually starts with “once upon a time” and ends with “happily ever after”; it usually has magic in it.</td>
<td>“Cinderella” and “Goldilocks and the Three Bears”</td>
</tr>
<tr>
<td>Folk tale</td>
<td>A folk tale is a made up story that is passed down from generation to generation through storytelling.</td>
<td>Paul Bunyan Babe the Blue Ox</td>
</tr>
<tr>
<td>Mystery</td>
<td>A mystery is a story with characters who have to solve a puzzle or crime.</td>
<td><em>Scoop Snoop</em> by Constance Hiser and <em>Mystery Ranch</em> by Gertrude Chandler Warner</td>
</tr>
<tr>
<td>Myth</td>
<td>A myth is a story with supernatural characters (people and animals with special powers) that explains something in nature.</td>
<td>Stories about how the Earth was created or how certain animals came to be; Greek mythology, like the story of Pandora and her magic box</td>
</tr>
<tr>
<td>Science Fiction</td>
<td>Science fiction is a story with scientific facts or made-up science of the future; it sometimes has aliens or takes place on another planet.</td>
<td><em>Ned Feldman, Space Pirate</em> by Daniel Pinkwater and <em>The Time Machine</em> by H. G. Wells</td>
</tr>
<tr>
<td>Tall Tale</td>
<td>A tall tale is a short story with larger-than-life heroes; it is sometimes based on real people, but the stories are made up and sometimes are very funny.</td>
<td>“Sally Ann Thunder Ann Whirlwind Crockett Bests Mike Fink” and “The Saga of Pecos Bill”</td>
</tr>
</tbody>
</table>

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Chapter 1 Features of Literature

Practice 1: Literature

Con Tiqui
There was no light in the world. All the people were sad. They could not see anything. Con Tiqui popped out of a lake. He wanted to help. He felt bad for people. He put his shiny crown in the sky. It became the Sun. People were happy because they were able to see. Con Tiqui told people to explore the world. He showed them how to build things. Con Tiqui felt better. He went back home to the bottom of the water.

1. How do you know that this is a myth?
   A. The story teaches the reader a lesson.
   B. It explains something in nature.
   C. It uses talking animals to tell the story.
   D. It is written in lines that rhyme.

The Lamb and the Wolf
A Lamb sat up on the roof of a house. Looking down, he saw a Wolf passing under him. He began to shout to his enemy. "Murderer and thief," he cried, "What are you doing here, near honest folks' houses? How dare you come here, where your evil deeds are known?"

— Aesop

2. This passage is which kind of fiction?
   A. a mystery
   B. a fable
   C. science fiction
   D. a tall tale

The Lake Monster
1. After sitting quietly in the boat for a couple of hours, Dad suddenly asked, "Peter, have you ever heard the story of the famous lake monster?"
2. "No, Dad," I said.
3. "Well, Peter, when I was your age, my father told me about a huge, fish-like creature that has been seen by several people swimming around in this lake. Fathers have been telling their sons about the lake monster for over two hundred years."

3. This fish-like creature story is which type of fiction?
   A. a fairy tale
   B. a fable
   C. science fiction
   D. a folktale
Once upon a time there was a woman, and she baked five pies. And when they came out of the oven, they were that overbaked the crusts were too hard to eat. So she says to her daughter:

“Darter,” says she, “put you them there pies on the shelf, and leave ‘em there a little, and they’ll come again.”—She meant, you know, the crust would get soft.

But the girl, she says to herself: “Well, if they’ll come again, I’ll eat ‘em now.” And she set to work and ate ‘em all, first and last.

4. This passage is which kind of fiction?
   A. a fairy tale
   B. a fable
   C. science fiction
   D. a folktale

“Mom, have you seen my new shoes?” Scott asked.
“No, Scott, I haven’t,” Mrs. Waters replied.
“Where could they be? I put them in my closet last night,” Scott said.
“Well, look again. Your closet is a mess,” said Mrs. Waters. “I don’t know how you could find anything in there.
After searching his closet and bedroom, Scott walked into the kitchen.
“Mom, I have looked everywhere in my room, but I can’t find my new shoes anywhere,” said Scott.
“Scott, the shoes didn’t just walk out of here on their own. They have to be around here somewhere,” said Mrs. Waters.

5. This passage is which kind of fiction?
   A. a fairy tale
   B. a fable
   C. science fiction
   D. a mystery
Chapter 1 Features of Literature

**Asking and Answering Questions**

It is important to think of questions as you read. This means asking yourself questions about what you read in a passage. As you look at the text, try to answer the questions you thought of. Read this passage. Try asking all these questions about it.

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**The Cat and the Birds**

A Cat heard that the Birds in a certain house were feeling sick. He dressed himself up as a doctor. They would not see he was a cat, and he could eat them. He walked with a cane and had a doctor’s bag full of things a doctor carries. He went to call on them.

He knocked at the door and asked how they were. The Cat said that if they were ill, he would be happy to help and cure them. The Birds replied, “We are all very well. And we will stay well if you go away and leave us as we are.”

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1. Who is telling the story?

Is the Cat telling it? Are the Birds telling it? No, an unknown narrator is telling the story. If the Cat told the story, he might make it seem like he was the good guy. If the Birds told the story, we might not know how the Cat heard about them in the first place.

2. What are the characters like?

Are they happy, sad, angry, or scared? What do they think about each other? Most likely, the sneaky Cat is upset. He can’t get to the Birds. The Birds might have been scared at first. But, they are smart. At the end, they are probably relieved.

3. What did I learn from reading this text?

What lesson does it teach? Most likely, it is saying that it’s good to be careful. Like the Birds, you need to be smart and not let strangers in the door. The Cat’s disguise did not fool them!

4. Did I get some new ideas?

Can you use what you learned in your own life? There are many ways to do that. Maybe the story gave you the idea to write your own story with animals in it. Or, you could put on a skit based on this story. Also, the lesson will stick with you, and you will not let strangers in the door.

It is also helpful to use the five Ws and one H: who, what, where, why, when, and how. Read this passage. Then read the questions and answers that follow.

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**The Two Frogs - based on a folktale from Japan**

1. Two frogs lived far apart. One frog, Felicity, lived on a tree branch beside the sea. The other frog, Ferdinand, lived under a rock next to a river. They were both happy where they lived.

2. One day, a lizard said to Felicity, “Aren’t you tired of staring at the same old sea? I know a place where the water sparkles like diamonds.” The lizard had traveled far in his day.

3. Felicity thought about what the lizard had seen. Maybe she was tired of the sea after all. By the time she’d had dinner, she knew she had to see the sparkling diamond water.

4. Meanwhile, Ferdinand was sitting by his river, when a bird chirped, “Aren’t you tired of staring at...
the same tiny stream? I know a place where water stretches as far as you can see." The bird and his friends had flown all over. Before the birds could flutter a feather, Ferdinand asked them how to find the big body of water.

5 At sunrise, both frogs began their long hops away from home. Felicity hurried as fast as she could. She reached the top of a huge hill and found some shade to rest in. Ferdinand scaled the hill shortly after her. He also wanted to get out of the Sun. He happened to choose the same shady spot as Felicity.

6 “I’m on my way to visit a new place. How about you?” asked Ferdinand.

7 “That sounds great! I’m also off to see something new," Felicity replied.

8 The frogs agreed that both of their journeys were going well. They also agreed that the hill was too large to see past. Felicity had an idea.

9 “Hop onto my shoulders and see what you can see,” she said.

10 Ferdinand hopped up and looked into the distance. He exclaimed, “It’s beautiful! The water sparkles like diamonds!”

11 He thanked Felicity for her help and hopped away in a hurry. Felicity guessed Ferdinand must have liked what he saw. Realizing he had hopped in the same direction from which he’d come, Felicity decided to take a look back. She gasped at the sight of water as far as she could see. It was so beautiful! She had lived by the sea all her life, but she had never seen it from the top of a hill. She hopped home. She was eager to find a new tree branch to live in—one that wasn’t so close to the ground.

Now that you have read the passage, you can ask questions that will help you understand what the passage is about. Let’s use the the five Ws and one H: who, what, where, why, when, and how to ask and answer some questions.

1. Who asks Felicity if she is tired of staring at the same old sea?
   Answer: From reading the information in paragraph 2, we know the answer is a lizard.

2. What is similar about the homes of the two frogs?
   Answer: From the information in the passage, we know that Felicity lives by the sea, and Ferdinand lives by a river. So the answer to the question is that both homes are near deep water.

3. Where was Felicity when she finds some shade to rest in?
   Answer: From reading the information in paragraph 5, we know that Felicity found some shade to rest in at the top of a hill.

4. Why does Felicity want to see the sparkling water?
   Answer: From reading the information in paragraphs 2 and 3, Felicity wants to see the sparkling water because the lizard makes her think that she is missing something.
Chapter 1 Features of Literature

5. When do both frogs began their long journeys away from home?
   Answer: From reading paragraph 5, both frogs began their long journeys away from home at sunrise.

6. How does Felicity feel at the end of the story?
   Answer: Felicity thinks the water was beautiful, and she decides that she wants to live in a tree branch that is higher up.

Practice 2: Asking and Answering Questions

The Case of the Uninvited Visitor

1. On Saturday morning, Jake shut his bedroom door. He didn't want Buster drooling all over the evidence. Buster was a great dog, but Jake didn't have time to waste on wiping up dog spit. Jake knew that, to solve this mystery, he would have to concentrate.

2. He dumped the contents of his shoebox on the floor. Then, he opened his notebook and read the first entry: "broken harmonica, left corner of backyard, Monday." Jake looked closely at the harmonica. Why did it look familiar? He grabbed his magnifying glass and examined it again. This time he noticed the initials, RR, scratched into the metal. Jake said, "This belongs to Rick Roberts. I'm sure I've identified the harmonica's owner correctly." Jake wrote "SUSPECTS" in his notebook. Under it, he wrote, "Rick Roberts."

3. Next, Jake picked up the orange-striped scarf. After studying it, he said, "This belongs to Mr. White. Why would he come into our yard?" Jake added Mr. White's name to his suspect list.

4. Then, Jake picked up the pink garden glove. He closed his eyes and attempted to picture someone wearing the glove. Finally, he remembered where he had seen it. Mrs. Malloy was working in her garden yesterday. Her right hand was bare; however, her left hand was wearing a pink garden glove. Jake added Mrs. Malloy's name to his suspect list.

5. Jake heard Buster barking. Looking out his bedroom window, Jake saw Buster in the left back corner of the yard. None of his suspects was in sight. Jake shook his head. "I guess you're trying to protect us, but I wish you had barked when our uninvited guest appeared in our yard."

6. Jake reviewed the information in his notebook. Each item had been found in the same corner of the yard. Each item had appeared on a different day and belonged to a different neighbor. Jake returned to the window. Buster had quieted, so Jake wanted to be certain his pet was not getting into mischief. Jake remembered his mother's reaction the last time Buster pulled the clean laundry off the clothesline.

7. Jake didn't see Buster in the yard. Had one of his neighbors kidnapped Buster? He raced outside and spotted Buster crawling under the fence. When Jake reached Buster, his dog dropped a stuffed toy bunny on the ground and wagged his tail. "Oh, Buster," Jake moaned, "you are the uninvited visitor."
1. Who owns the orange-striped scarf?
   A. Mrs. Malloy
   B. Jake
   C. Rick Roberts
   D. Mr. White

2. What was the first thing Jake wrote in his notebook?
   A. his name
   B. “SUSPECTS”
   C. “broken harmonica, left corner of backyard, Monday.”
   D. “Rick Roberts”

3. Where did Jake keep all the items he found?
   A. a cardboard box
   B. a shoebox
   C. a bookbag
   D. a drawer

4. Why does Jake go to the window to check on Buster?
   A. Jake hears a loud noise.
   B. Buster is barking loudly.
   C. Jake sees someone in the backyard.
   D. Buster has stopped barking.

5. When did Jake look at the contents he found in the backyard?
   A. Saturday night
   B. Sunday afternoon
   C. Saturday morning
   D. Friday after school

6. How were the three items Jake found alike?
   A. They all were found in the same place.
   B. They all belonged to the same neighbor.
   C. They all were found on the same day.
   D. They all were marked with the owner’s initials.
Chapter 1 Features of Literature

7. What did Jake do to help him remember who owned the glove?
   A. He looked for Mrs. Malloy's initials on the gloves.
   B. He looked closely at the gloves with a magnifying glass.
   C. He went to Mrs. Malloy's house to see if she were wearing gloves.
   D. He closed his eyes and tried to picture someone wearing the glove.

8. How did Jake know Buster was the thief?

Lessons in Literature

The **theme** of a story is a deeper meaning or **message**. It can be a **lesson** that a character learns. Some stories, like fairy tales and fables, have lessons. A lesson in a story is called a **moral**. Have you ever read a fable? At the end, it might say, "The moral of the story is ..." These stories show what can happen based on how a person acts.

In a fable, the author tells you the lesson at the end. Other stories, like fairy tales, might not spell out the lesson at the end. They just show what happens to people who are nice, mean, selfish, greedy, or so on.

Many stories have themes in them. A **theme** is some important fact about life. The author may not come right out and tell what the theme is. It is up to you to figure out as you read. Here is an example. You may have read or heard about *The Little Engine That Could*. It is the story of a little train engine that has hard work ahead. But, he keeps a positive outlook. He works hard. In the end, he succeeds. There is theme in the story for all who read it. If you work hard and stay positive, you too can succeed. Read this story, and then answer the question after it.

1. I was happy at first that I had the house all to myself. I could play video games or watch whatever kind of movie I wanted to watch. I was making some popcorn when the doorbell rang. I looked through the peephole in the door and saw two well-dressed men.
2. "What do you want?" I asked.
3. "Hello, do you mind if we come in and talk to your parents?"
4. "Who are you?" I asked.
5. "We had a car accident, and we need to use your phone. My friend needs a doctor."
6. "Hold on, let me call the police and ask them to send an ambulance," I said.
7. "That's okay. Open the door, so we can talk to you."
8. "No, I am calling the police. Neither of you seem to be hurt."
9. The next thing I knew, I heard the men running and the sound of a car starting. My heart was beating hard as I made sure all the doors and windows were locked.
What is the lesson in this passage?
A. Never trust a dressed-up man.
B. Boys are much smarter than men.
C. No one wants to go to the doctor.
D. Do not let strangers into your house.

What lesson did you see in the story? Most likely, it is saying that it's good to be careful. So, answer D would be the best one. Like the boy in the story, you need to be smart and not let strangers in the door. The men's nice clothing did not fool the boy.

Take a look at this short passage. See if you can identify the lesson.

1. As the old man walked along the beach at dawn, he noticed up ahead of him a young man, who was picking up starfish and flinging them into the sea. Finally, catching up with the youth, he asked why he was doing this. The young man explained that the stranded starfish would die if left until the morning Sun.

2. "But the beach goes on for miles, and there are millions of starfish," commented the old man. "How can your effort make any difference?"

3. The young man looked at the starfish in his hand and then threw it to safety into the waves.

4. "It made a difference to that one," he said.

What is the lesson of this passage?
A. The morning Sun will kill stranded starfish.
B. Starfish must be saved from extinction.
C. Saving even one life can make a difference.
D. Don't walk on a beach with starfish on it.

If you said C, then you are right. The passage does talk about how the stranded starfish can die in the morning Sun, but that is a detail or fact of the passage. The passage doesn't say anything about starfish becoming extinct. It does not caution people from walking on the beach among starfish, either. In fact, the man walking on the beach in the story is doing something to help them.

The real point that the story makes is that every life is important. When the man throws one starfish back into the sea, he saves its life, and that is extremely important to that one starfish. So C is the best answer.

Moral = lesson in a story
Theme = important fact about life
Week 1 Day 2
Practice 3: Lessons in Literature

The Frogs Desire a King by Aesop

1. The Frogs were living as happy as could be in a marshy swamp that just suited them; they went splashing about caring for nobody and nobody troubling with them. But some of them thought that this was not right, that they should have a king and a proper constitution, so they determined to send up a petition to Jove to give them what they wanted.

2. “Mighty Jove,” they cried, “send unto us a king who will rule over us and keep us in order.” Jove laughed at their croaking, and threw down into the swamp a huge log, which came down splashing to the swamp.

3. The Frogs were frightened out of their lives by the commotion made in their midst, and all rushed to the bank to look at the horrible monster; but after a time, seeing that it did not move, one or two of the boldest of them ventured out towards the log, and even dared to touch it; still it did not move.

4. Then the greatest hero of the Frogs jumped upon the log and began dancing up and down upon it; thereupon all the Frogs came and did the same; and for some time the Frogs went about their business every day without taking the slightest notice of their new King Log lying in their midst.

5. But this did not suit them, so they sent another petition to Jove, and said to him, “We want a real king; one that will really rule over us.” Now this made Jove angry, so he sent among them a big Stork that soon set to work gobbling them all up. Then the Frogs repented when too late.

1. Which of the following best states the lesson of this passage?
   A. All frogs must desire to have a king.
   B. Logs make better kings than big storks.
   C. It’s better to have no ruler than to have a cruel one.
   D. Desiring a king is a foolish idea that will only lead to trouble.

Excerpt from Bunny Brown and His Sister Sue by Laura Lee Hope

Bunny Brown was a great one for asking questions. So was his sister Sue; but Sue would often wait a while and find things out for herself, instead of asking strangers what certain things meant. Bunny always seemed in a hurry, and his mother used to say he could ask more questions than several grown folks could answer.

2. What is the lesson of this passage?
   A. People should try to figure things out on their own.
   B. People should help their sisters figure things out.
   C. People should always ask a stranger questions.
   D. Young people should wait before they ask adults questions.
The Fox and the Cat by Aesop

1. A Fox was boasting to a Cat of its clever devices for escaping its enemies. “I have a whole bag of tricks,” he said, “which contains a hundred ways of escaping my enemies.”

2. “I have only one,” said the Cat, “but I can generally manage with that.”

3. Just at that moment, they heard the cry of a pack of hounds coming toward them, and the Cat immediately scampered up a tree and hid herself in the boughs.

4. “This is my plan,” said the Cat. “What are you going to do?” The Fox thought first of one way, then of another, and while he was debating the hounds came nearer and nearer, and at last the Fox in his confusion was caught up by the hounds and the huntsmen.

3. Which of the following best states the lesson of the passage?
   A. If your plan does not work, you can still improvise.
   B. It’s better to have one sure way to do something.
   C. The laws of nature cannot be changed.
   D. Being speedy is the key to escape.

The Peasant and the Eagle by Aesop

A Peasant found an Eagle captured in a trap, and much admiring the bird, set him free. The Eagle did not prove ungrateful to his deliverer, for seeing the Peasant sitting under a wall which was not safe, he flew toward him and with his talons snatched a bundle from his head. When the Peasant rose in pursuit, the Eagle let the bundle fall again. Taking it up, the man returned to the same place, to find that the wall under which he had been sitting had fallen to pieces; and he marveled at the service rendered him by the Eagle.

The Mighty Oak Tree

Thine outstretched leaves protect my fragile nest
Thine massive arms hold me secure as I rest
Thank you mighty oak for all that do for me
For I am grateful for your strength and hospitality

4. What is the lesson of both passages?
   A. People will be rewarded when they are grateful.
   B. People should be grateful for what they have.
   C. People should show gratitude to those who protect them from harm.
   D. People should not sit under walls and climb in trees.
Chapter 1 Features of Literature

**Characters in a Story**

Characters are just like us, no matter what kind of creatures they are. Like people, they have traits. A trait is a way someone looks or acts. Some are tall, while others are short. Some are mean, while others are sweet and friendly. These are all traits. Just like us, characters in a story also have feelings. They can be happy, sad, scared, and so on.

And, like us, they have relationships. This means they know each other in a certain way. Think about how you know people. For example, there may be other children in your family. Your relationship with them is that you are brothers and sisters. You also go to school with other kids. You are classmates. Some of you are friends. You might have more in common with some than with others.

One thing to keep in mind is that characters can change. For example, do you know the story of Scrooge from “A Christmas Carol”? He was a mean old man who did not like Christmas. One day, three ghosts visited him. They showed him how mean he was being and how lonely he would be if he kept being that way. He saw that he was wrong and changed his ways. At the end, Scrooge wasn’t mean anymore. He was kind and fun to be around.

Finally, characters have motivations. Like people, they do things for a reason. Say that a person in a story jumps into a river. It is important to know why. Does he want to get across? Is he being chased? Maybe it is a hot day, and he just wants to cool off. Or he might want to catch some fish.

Now, look at this description and the question after it.

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**Excerpt from “The Tale of Peter Rabbit” by Beatrix Potter**

1. They lived with their Mother in a sand-bank, underneath the root of a very big fir-tree.
2. “Now my dears,” said old Mrs. Rabbit one morning, “you may go into the fields or down the lane, but don’t go into Mr. McGregor’s garden: your Father had an accident there; he was put in a pie by Mrs. McGregor.
3. “Now run along, and don’t get into mischief. I am going out.”
4. Then old Mrs. Rabbit took a basket and her umbrella, and went through the wood to the baker’s. She bought a loaf of brown bread and five currant buns.
5. Flopsy, Mopsy, and Cotton-tail, who were good little bunnies, went down the lane to gather blackberries;
6. But Peter, who was very naughty, ran straight away to Mr. McGregor’s garden, and squeezed under the gate!
7. First he ate some lettuces and some French beans; and then he ate some radishes;
8. And then, feeling rather sick, he went to look for some parsley.

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Based on the passage, which best describes Peter Rabbit?

A. thin and fast
B. allergic to lettuce
C. angry and mean
D. very hungry
Did you choose D? Good job! There is nothing in the passage that tells whether Peter is any of these things—thin, fast, angry, mean, or allergic to anything. But it does say that Peter ate a lot of vegetables. That means he was hungry, so the best answer is D. Now, try to answer some questions about the passage on your own.

**Practice 4: Characters**

Read the passage about Peter Rabbit again, and answer these questions about it.

1. What else can you tell about Peter?
   A. He doesn't like blackberries.
   B. He disobeys his mother.
   C. Parsley makes him sick.
   D. He is a very brave rabbit.

2. How will Peter's mother most likely feel about Peter going in Mr. McGregor's garden?
   A. excited
   B. bored
   C. upset
   D. sad

3. What best describes why Mrs. Rabbit makes rules for where her children can go?
   A. She wants them to be safe.
   B. She likes little Peter the best.
   C. She wants them to have fun.
   D. She needs them to gather food.

4. How would you compare Peter's behavior to that of the other young rabbits?
   A. He likes to read books more than they do.
   B. He is well behaved, but they are rowdy young rabbits.
   C. He doesn't listen, but they are obedient.
   D. There is no difference at all between the rabbits.
“The Fox and the Horse” by the Brothers Grimm

1. A farmer had a horse that had been an excellent faithful servant to him: but he was now grown too old to work; so the farmer would give him nothing more to eat, and said, ‘I want you no longer, so take yourself off out of my stable; I shall not take you back again until you are stronger than a lion.’ Then he opened the door and turned him adrift.

2. The poor horse was very melancholy, and wandered up and down in the wood, seeking some little shelter from the cold wind and rain. Presently a fox met him: ‘What’s the matter, my friend?’ said he, ‘why do you hang down your head and look so lonely and woe-begone?’ ‘Ah!’ replied the horse, … my master has forgotten all that I have done for him so many years, and because I can no longer work he has turned me adrift, and says unless I become stronger than a lion he will not take me back again; what chance can I have of that? he knows I have none, or he would not talk so.’

3. However, the fox bid him be of good cheer, and said, ‘I will help you; lie down there, stretch yourself out quite stiff, and pretend to be dead: The horse did as he was told, and the fox went straight to the lion who lived in a cave close by, and said to him, ‘A little way off lies a dead horse; come with me and you may make an excellent meal of his carcass.’ The lion was greatly pleased, and set off immediately; and when they came to the horse, the fox said, ‘You will not be able to eat him comfortably here; I’ll tell you what—I will tie you fast to his tail, and then you can draw him to your den, and eat him at your leisure.’

4. This advice pleased the lion, so he laid himself down quietly for the fox to make him fast to the horse. But the fox managed to tie his legs together and bound all so hard and fast that with all his strength he could not set himself free. When the work was done, the fox clapped the horse on the shoulder, and said, ‘Jip! Dobbin! Jip!’ Then up he sprang, and moved off, dragging the lion behind him. The beast began to roar and bellow, till all the birds of the wood flew away for fright; but the horse let him sing on, and made his way quietly over the fields to his master’s house.

5. ‘Here he is, master,’ said he, ‘I have got the better of him’: and when the farmer saw his old servant, his heart relented, and he said. ‘Thou shalt stay in thy stable and be well taken care of: And so the poor old horse had plenty to eat, and lived—till he died.

5. Which three words describe the horse at the beginning of the story?
   A. faithful
   B. old
   C. young
   D. sad
   E. happy
6. Which character trait best describes the farmer?
   A. rude
   B. nice
   C. mean
   D. grouchy

7. Which character trait best describes the fox?
   A. clever
   B. mean
   C. hateful
   D. kind

8. What motivates the fox to trick the lion?
   A. He wants revenge against the lion.
   B. He does not like the farmer.
   C. He wants the lion to take the horse.
   D. He wants to help his friend.

Plot: What Happens in the Story
What happens in a story or book is called the plot. The plot is not the same all the way through. It has different parts. It is a sequence of events.

There are many kinds of stories, but every story has a beginning, middle, and end. Certain things happen at different times. Every plot usually follows these steps:
- At the beginning, you meet the characters. You also see the setting.
- You start to learn what the characters will do. You see what problem they have to solve.
- In the middle, the story gets more exciting. Events happen that make you want to read more.
- There is usually a turning point. Something big happens. The main character succeeds or fails.
- The end wraps it all up. You find out how the story turned out.

Some stories are similar. We can compare their plots. Take a look at this:
The Lion King is about a son who leaves his family. He comes back after talking to the ghost of his father. His friends need help. He is able to help them. Superman Returns is a very different kind of story. It is not about animals. It is about a man who can fly. But he is also a son who leaves his family. He talks to the ghost of his father too. Then, he comes back to help his friends.
Chapter 1 Features of Literature

Read this plot example.

**Introduction**—how the story starts. The author usually tells where the story is taking place and who the characters are.

**Example:** Once upon a time, there was a beautiful princess. Her name was Trudy. She lived in a big castle with her father and mother, the King and the Queen.

---

**Conflict**—the problem the characters face, or the journey that they have to take.

**Example:** One day, Princess Trudy was in her lovely garden. Suddenly, she saw a wild wolf near the cherry tree. It saw her too and let out a low growl. Should she run? Would it attack her?

---

**Rising Action**—the action in the story gets exciting.

**Example:** Trudy looked around and saw a sharp garden axe not far from where she stood. Maybe she could use it to defend herself. She turned and ran. She heard the wolf growl and run after her.

---

**Climax**—the climax is the turning point in a story. The action of the story is at its highest, most suspenseful point.

**Example:** Then the wolf pounced. He knocked Trudy to the ground, inches from the axe. Then, the wolf spoke. “Princess, the ogre in the woods put a curse on me. I need a gift from you, so he will remove the curse.” Trudy’s mind was racing—should she reach for the axe? Or, should she believe the wolf? Her true nature was to be kind and gentle, so she gave the wolf an emerald ring from her finger. She was relieved when he took it and ran off.

---

**Falling Action**—The action in the story slows down. The character’s life settles down a bit. It may even be better.

**Example:** Princess Trudy recovered from the wolf attack. A week later, a brave and handsome knight came to the castle. His name was Malcolm, and Trudy recognized him. He was from a neighboring kingdom. He asked the King if he could marry Princess Trudy. So, Trudy and Malcolm were engaged.

---

**Resolution**—the resolution is the ending of a story. All conflict is settled.

**Example:** One day, in the garden, Malcolm said, “I want to thank you.” Trudy replied, “What for?” He told her that he had been the one under a spell, turned into a terrible wolf. He was afraid Trudy might kill him, or call the guards, or send the castle hounds after him. But she had given him the gift he needed for the ogre to lift the curse. “Thank you for being so gentle and trusting. I will spend the rest of my life rewarding you for your kindness.”
Week 1 Day 3
Practice 5: Plot

The Crow and the Pitcher from a fable by Aesop

1. There was a crow in the forest who had been wandering for days. The creek had dried up, and he was very thirsty. He could not find water anywhere.

2. Then, he came upon a pitcher. Someone had left it outside a house, and it had filled with rainwater. The crow put its beak in the mouth of the pitcher. But he found that only very little water was left. He could not reach to the bottom where the water was.

3. He tried, and he tried. He knew that if he did not get water, he would die of thirst. Maybe he could tip the pitcher...but, no, that would spill the water onto the dry ground. Maybe he could peck through the side of the pitcher. No, it was too hard. What to do?

4. He was about to give up. Then, a brilliant thought came to him. Maybe there is another way to get to the water! He picked up a pebble and dropped it in. Then he picked up another, and another, and dropped them in one by one. As the pebbles settled on the bottom of the pitcher, the water was rising.

5. Finally, the water was high enough that the crow could reach it. He drank and drank. His thirst was gone. His bright idea had saved his life.

6. The crow learned a valuable lesson that day. Many times, a problem can be solved little by little, if you take the time to think about the best solution.

1. Where does the crow find water?
   A. in a creek in the forest
   B. in a pitcher near a house
   C. at the bottom of a well
   D. in a puddle on the ground

2. Right before he almost gives up, what is the last way the crow thinks about getting the water?
   A. He thinks about pecking through the pitcher.
   B. He thinks about finding something else to drink.
   C. He thinks about tipping the pitcher on its side.
   D. He thinks about getting some help from friends.

3. What is the crow's conflict in this passage?
   A. He gets lost in the forest.
   B. His thirst has led him far from home.
   C. His beak is not very strong.
   D. He is thirsty but cannot get to the water.
Chapter 1 Features of Literature

4. What is the climax of the plot in this passage?
   A. The crow is thinking about giving up.
   B. The water spills out onto the dry ground.
   C. The crow figures out how to get the water.
   D. The thirst makes the crow weak and tired.

5. The crow thinking about how to get the water is which part of the plot?
   A. introduction
   B. rising action
   C. climax
   D. falling action

6. In the introduction, where is the crow?

7. The crow putting pebbles into the pitcher is which part of the plot?
   A. falling action
   B. conflict
   C. rising action
   D. resolution

8. What is the resolution of this story?
Chapter 1 Key Term Activity

Fill in the blanks with the correct word.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>theme</td>
</tr>
<tr>
<td>character trait</td>
</tr>
<tr>
<td>characters</td>
</tr>
<tr>
<td>plot</td>
</tr>
<tr>
<td>motivations</td>
</tr>
<tr>
<td>lesson</td>
</tr>
</tbody>
</table>

In this chapter, you learned that a (1) ________________ in a story is called a moral. A (2) ________________ is a way someone looks or acts. Characters have (3) ________________ and do things for a reason. The (4) ________________ of a story is a deeper meaning or message. What happens in a story or book is called the (5) ________________. (6) ________________ in stories are just like real people.

See the Teacher Guide for the Chapter 1 Review.

Plot = what happens in the story
Chapter 2

Elements of Literature

This chapter covers the following standards: RL.4, RL.5, RL.6

Figurative Language

Authors can use words in exciting ways. They try to paint pictures for readers with the words they use. They do this by using similes, metaphors, hyperbole, idioms, and personification to describe things. This is called figurative language.

Literal language means using the literal meaning of words as they are defined in a dictionary.

Figurative language is when authors use a word or phrase that does not have its normal every day literal meaning.

Examples:

<table>
<thead>
<tr>
<th>Literal Meaning</th>
<th>Figurative Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>My brother sat around and watched TV all day.</td>
<td>My brother has turned into a couch potato. (idiom)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literal Meaning</th>
<th>Figurative Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>It will take a long time to clean out the garage.</td>
<td>I will take a million years to clean out the garage. (hyperbole)</td>
</tr>
</tbody>
</table>

This chart provides some very common types of figurative language.

<table>
<thead>
<tr>
<th>Type</th>
<th>Example 1</th>
<th>Example 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A simile</td>
<td>This is a comparison of two things using the words like or as.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Example 1</strong>: The sunshine sparkled like diamonds.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Example 2</strong>: My mom is as sweet as apple pie.</td>
<td></td>
</tr>
<tr>
<td>A metaphor</td>
<td>This is a comparison that doesn’t use the words like or as.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Example 1</strong>: James is a cheetah on the soccer field.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Example 2</strong>: The stormy ocean was a raging bull.</td>
<td></td>
</tr>
<tr>
<td>A hyperbole</td>
<td>This means exaggerating to show strong feeling or effect.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Example 1</strong>: Kayla and I will be best friends for a million years.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Example 2</strong>: You could have knocked me over with a feather.</td>
<td></td>
</tr>
<tr>
<td>Personification</td>
<td>This is when an animal or an object is being described as if it were human or had human qualities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Example 1</strong>: Lightning danced across the sky.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Example 2</strong>: The wolf sang a lonely song to the moonlight.</td>
<td></td>
</tr>
</tbody>
</table>
Idioms

This is a commonly used expression whose meaning does not relate to the literal meaning of its words.

**Example 1:** It's raining cats and dogs. This means it's raining hard.

**Example 2:** Frank thought the math test was a piece of cake. This means Frank thought the math test was easy.

Onomatopoeia

This is a word that mimics the sound of the object or action it refers to. When you pronounce a word, it will mimic its sound.

**Example 1:** The vacuum whirred as the bacon sizzled in the pan.

**Example 2:** Birds chirped in the trees, and the ducks quacked as they swam in the pond.

---

**Practice 1: Figurative Language**

Read the passage. Then answer the questions.

---

**Excerpt from The Adventures of Pinocchio** by Carlo Collodi

1. As he was about to put the last touches on the finger tips, Geppetto felt his wig being pulled off. He glanced up and what did he see? His yellow wig was in the Marionette's hand. "Pinocchio, give me my wig!"

2. But instead of giving it back, Pinocchio put it on his own head, which was half swallowed up in it.

3. At that unexpected trick, Geppetto became very sad and downcast, more so than he had ever been before.

4. "Pinocchio, you wicked boy!" he cried out. "You are not yet finished, and you start out by being impudent to your poor old father. Very bad, my son, very bad!" And he wiped away a tear.

5. The legs and feet still had to be made. As soon as they were done, Geppetto felt a sharp kick on the tip of his nose.

6. "I deserve it!" he said to himself. "I should have thought of this before I made him. Now it's too late!"

7. He took hold of the Marionette under the arms and put him on the floor to teach him to walk. Pinocchio's legs were so stiff that he could not move them, and Geppetto held his hand and showed him how to put out one foot after the other.

8. When his legs were limbered up, Pinocchio started walking by himself and ran all around the room. He came to the open door, and with one leap he was out into the street. Away he flew!

9. Poor Geppetto ran after him but was unable to catch him, for Pinocchio ran in leaps and bounds, his two wooden feet, as they beat on the stones of the street, making as much noise as twenty peasants in wooden shoes.

10. "Catch him! Catch him!" Geppetto kept shouting. But the people in the street, seeing a wooden Marionette running like the wind, stood still to stare and to laugh until they cried.
Chapter 2 Elements of Literature

1. In paragraph 2, Pinocchio puts on Geppetto's wig, and his head is “half swallowed up in it.” What does this mean?
   A. The wig comes to life and bites Pinocchio.
   B. Pinocchio is trying to eat Geppetto's wig.
   C. The wig is too big for Pinocchio's head.
   D. Pinocchio can't get the wig off his head.

2. What imagery in the passage shows you that Geppetto is sad?
   A. He yells at Pinocchio.
   B. He wipes away a tear.
   C. He feels a kick to his nose.
   D. He teaches Pinocchio to walk.

3. In paragraph 8, "Away he flew!" means
   A. Geppetto threw the boy out the door.
   B. Pinocchio has finally learned to fly.
   C. a big bird has picked up Pinocchio.
   D. Pinocchio started running very fast.

4. In the last paragraph, the phrase "running like the wind" is an example of
   A. a simile.
   B. a metaphor.
   C. imagery.
   D. personification.

Murphy's Law

1. Taylor dashed down the stairs with her duffel bag over her shoulder. She had slept late and had rushed to pack the last of her things for the family's camping trip. Now they would be late leaving and might even miss the waterfall hike they had planned. Taylor was a sprinter as she jumped down the last three steps and skidded to a stop in front of her mother, panting hard.

2. "OK," she gasped. "I had a million and one things to do, but now I'm ready!"

3. "Hmm," said her mother. "We seem to have hit a snag. While you were packing, I got a call from the kennel. The lady said that Rover is not current on his shots, and they can't board him after all."

4. Taylor groaned. "It's Murphy's law," she said. "If something can go wrong, it will, so are we going camping at all now?"
5. The phrase "I had a million and one things to do" is an example of which type of figurative language?
   A. hyperbole
   B. personification
   C. metaphor
   D. simile

6. The phrase "hit a snag" is an example which type of figurative language?
   A. onomatopoeia
   B. simile
   C. hyperbole
   D. idiom

7. The phrase "Taylor was a sprinter" is an example which type of figurative language?
   A. hyperbole
   B. personification
   C. metaphor
   D. simile

8. The leaves dancing, traffic lights yelling, and the brook singing are examples of which type of figurative language?
   A. onomatopoeia
   B. personification
   C. idiom
   D. understatement
Week 1 Day 4
Chapter 2 Elements of Literature

Literature Structure
All writing, whether it’s a story, drama, or poem, follows a logical structure. When you read books, you’ll notice that they’re usually broken into chapters. Each chapter tells a part of the story. If the author shuffled the chapters around or left some out, the story would be very different.

In a similar way, authors often break poems into stanzas (groups of lines) and dramas into scenes. The chapters, scenes, or stanzas of a literary work all fit together to provide structure to the story, poem, or drama. Each chapter, scene, or stanza holds some importance to a story, poem, or drama as a whole.

Take a look at the following text. The chapters of this book are summarized as follows:

Chapter 1
Makayla is a third-grade student who struggles in gym class. She’s very clumsy and falls down a lot. She is always picked last for team sports.

Chapter 2
The whole school is excited about the upcoming field hockey game. The Comets will be playing against their biggest rivals, the Grizzly Bears. Makayla is worried about the game. She knows she probably won’t be picked to play, but she still wants her team to win.

Chapter 3
It’s the day of the big game. Makayla sits on the bench and cheers on the Comets. During the opening minute, the Comets’ star goalie sprains her ankle. The Comets are ahead by one goal in the final minutes of the game. Then, the backup goalie sprains her ankle.

Chapter 4
The Comets’ coach is desperate. She turns to Makayla. “You’re up. Try to stay in front of the ball. Just don’t sprain your ankle.” Makayla is shocked the coach picked her to be the goalie. Her teammates are also upset. “Makayla can’t do it!” one of them says. Nervously, Makayla takes the field.

Chapter 5
In the last seconds of the game, the Grizzly Bears take the offense and head toward Makayla’s goal. A player takes a shot. Panicked, Makayla closes her eyes and covers her head. To her amazement, the ball hits her in the chest and bounces away. Right after she blocks the goal, the buzzer rings. The Comets have won. Makayla’s teammates rush to give her a big group hug. “You did it!” they cry.

Do you see how the author breaks the story up into chapters? The chapters follow a logical structure, telling the events in the order in which they happened.

What would happen if chapter 1 was missing? The reader wouldn’t know that Makayla was bad at sports or understand why her teammates are so amazed and surprised when she blocks the goal.

As you can see, if one chapter of a book is missing, the overall meaning can be missed. Each part of a text is important to the understanding of its message.
Now, read this passage and the explanation that follows.

**The Little Pine Tree** by E. Louise Smythe

1. A little pine tree was in the woods. It had no leaves. It had needles. The little tree said, "I do not like needles. All the other trees in the woods have pretty leaves. I want leaves, too. But I will have better leaves. I want gold leaves."

2. Night came and the little tree went to sleep. A fairy came by and gave it gold leaves. When the little tree woke it had leaves of gold. It said, "Oh, I am so pretty! No other tree has gold leaves."

3. Night came. A man came by with a bag. He saw the gold leaves. He took them all and put them into his bag. The poor little tree cried, "I do not want gold leaves again. I will have glass leaves."

4. So the little tree went to sleep. The fairy came by and put the glass leaves on it. The little tree woke and saw its glass leaves. How pretty they looked in the sunshine! 'No other tree was so bright. Then a wind came up. It blew and blew.

5. The glass leaves all fell from the tree and were broken. Again the little tree had no leaves. It was very sad, and said, "I will not have gold leaves and I will not have glass leaves. I want green leaves. I want to be like the other trees."

6. And the little tree went to sleep. When it woke, it was like other trees. It had green leaves. A goat came by. He saw the green leaves on the little tree. The goat was hungry and he ate all the leaves.

7. Then the little tree said, "I do not want any leaves. I will not have green leaves, nor glass leaves, nor gold leaves. I like my needles best."

8. And the little tree went to sleep. The fairy gave it what it wanted. When it woke, it had its needles again. Then the little pine tree was happy.

What would happen if paragraph 1 was missing? If paragraph 1 was missing, the reader would not know why the little pine tree wanted to have leaves instead of needles.

How would the story be different if the author didn't include paragraph 5? If the author didn't include paragraph 5, readers would not know what broke the glass leaves.

Why is the last paragraph important to the story? The last paragraph is important because it tells readers the theme of the story. The theme is liking and accepting yourself just the way you are.

The paragraphs in the passage follow a structure that tell the events of the story in the order that they happened. As you can see, if one paragraph is missing, the overall meaning of the story can be missed. Each part of a text is important to the understanding of its message.
Practice 2: Literature Structure

The Milk Mustache

1. Colin had been nervous all day. He had been practicing his history oral report for three weeks, yet he felt unprepared. He shuddered to think how he would feel standing in front of his classmates trying to remember details about it.

2. At lunch, all he could think about was the speech. Colin felt just like a newly hatched chick—he wanted to crawl right back into his shell. He ate his lunch slowly, lost in thought, going over the speech in his head.

3. Because he was nervous, Colin forgot to grab a napkin and wipe his mouth after lunch. He quickly dropped off his tray, ducked his head, and avoided everyone as he left the cafeteria.

4. Finally, it was Colin's turn to speak. He got up and walked slowly to the front of the classroom and turned to face the other students. A soft giggle skipped around the room. When Mrs. Boles looked up from her notes to see what the children found so funny, she had to hold back her own giggle. "Colin, dear," she said in her gentle way, "you are wearing a milk mustache."

1. How would the story be different if the author didn't include paragraph 3?
   A. The reader would be surprised at the end by Colin's milk mustache.
   B. The reader would think that Colin didn't eat his lunch.
   C. The reader would think that Colin was eager to give his oral report.
   D. The reader would think that Colin was a messy eater.

2. What role does the last sentence play in the story?
   A. It reveals why the students are laughing at Colin.
   B. It shows that Colin's teacher is mean.
   C. It suggests that Colin's favorite drink is milk.
   D. It reveals that students should wipe their mouths after eating.

The Muddy Pawprints

1. Jake had been rushing around all morning. He was rushing around because he stayed up past his bedtime working on his speech. He sighed and wondered why he thought running for class president was a good idea. He didn't mind making posters and talking to students in class or in the hall. But just thinking about giving a speech to the whole school made him break out in a cold sweat. Jake felt very uneasy. He wanted to go back to bed, crawl under the blankets, and not go back to school until the election was over.

2. On his way to the bus stop, Jake was very worried about his speech. He didn't see the two,
friendly dogs running towards him. The next thing Jake new, he was lying face down in Mrs. Rawley's flower garden. As he was wiping dirt off his face, the dogs playfully jumped on his back and legs. Jake made it to the bus stop, not knowing he had muddy pawprints all over the back of his shirt and jeans.

Finally, the bus came. Jake got on and started walking towards the back of the bus. He heard giggling and whispering. He was wondering what was so funny when he realized the kids were laughing at him. One student pointed and said, “Jake, your back is covered in muddy pawprints.”

3. How would the story be different if the author didn't include paragraph 2?
   A. The reader would not know why Jake had muddy pawprints on his clothes.
   B. The reader would think Jake was too scared to give his speech.
   C. The reader would think Jake was happy to give his speech.
   D. The reader would not know Jake rode the bus to school.

4. Why is the last sentence important to the story?
   A. It tells why the students are laughing at Jake.
   B. It shows that the students on the bus are nice.
   C. It shows that Jake does not have a sense of humor.
   D. It shows that the students on the bus are mean.

5. Why is the third sentence in paragraph 1 important to the story?
   A. It tells why Jake decided to run for class president.
   B. It tells why Jake is running late for school.
   C. It tells why Jake is so nervous about giving his speech.
   D. It tells why Jake doesn’t want to be class president.

Travis the Turtle

(1) Travis the Turtle walked down the lane, searching up and down. (2) He stumbled. (3) He got turned around. (4) His feet were sore from all the walking he was doing. (5) He was crying a little because he was scared and tired. (6) Where was the corner of the field that he knew? (7) Where was the path that led to his house?

6. How would this passage be different if sentences 6 and 7 were missing?
   A. Readers would not know that Travis stumbled.
   B. Readers would not know that Travis was lost.
   C. Readers would not know Travis was tired and scared.
   D. Readers would not know Travis was a turtle.
Chapter 2 Elements of Literature

Robbie and Mark

1. Robbie and Mark want to practice basketball. They always play at school. But they do not have a goal at home, so they decide to make one.

2. Dad helps them make the goal. He finds a metal rod and shapes it into a circle. Now, they need a board.

3. Dad drills holes in a big piece of wood. He shows the boys how to use nuts and bolts. The boys attach the hoop to the board. Now, it is time to paint it.

4. Robbie wants to paint it red. Mark wants it to be blue. They cannot agree. They fight about the color.

5. Dad comes up with an answer. They can paint it both colors. Robbie and Mark like this idea.

7. Why is paragraph 4 important to the story?
   A. It is the resolution part of the plot.
   B. It is the introduction part of the plot.
   C. It is the rising action part of the plot.
   D. It is the conflict part of the plot.

8. Why are paragraphs 1 and 2 important to the story?
   A. They let readers know that Robbie and Mark are brothers.
   B. They explain that Robbie and Mark play basketball.
   C. They explain that Robbie and Mark's father makes things out of wood.
   D. They explain that Robbie and Mark are very good basketball players.

Poetry Structure

A poem is a kind of literature that is filled with emotion. Poems do not need to have full sentences or punctuation like other kinds of literature. A poem may or may not rhyme. There are many types of poems.

Let's look at some different kinds of poetry.

<table>
<thead>
<tr>
<th>Nursery Rhyme</th>
<th>These are short poems taught to children.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example</strong>: Excerpt from <em>Twinkle, Twinkle, Little Star</em></td>
<td></td>
</tr>
<tr>
<td>Twinkle, twinkle, little star,</td>
<td></td>
</tr>
<tr>
<td>How I wonder what you are!</td>
<td></td>
</tr>
<tr>
<td>Up above the world so high,</td>
<td></td>
</tr>
<tr>
<td>Like a diamond in the sky.</td>
<td></td>
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</table>

Poetry = literature filled with emotion
### Free verse
These are poems with lines that do not rhyme.

**Example:** Excerpt from *Fog* by Carl Sandburg
The fog comes
on little cat feet.
It sits looking
over harbor and city

### Lyric poems
These poems focus on thought and emotion. They sometimes describe images like nature scenes.

**Example:** Excerpt from *Nothing Gold Can Stay* by Robert Frost
Nature's first green is gold,
Her hardest hue to hold.
Her early leaf's a flower;
But only so an hour.

### Narrative poems
These poems tell long or short stories. They tell about an event, or they tell about a long adventure.

**Example:** Excerpt from *Horton Hears a Who* by Dr. Seuss
On the 15th of May,
in the Jungle of Nool,
In the heat of the day,
in the cool of the pool...

### Ballad
This is a narrative poem written to be sung. Ballads often contain strong emotions such as love or anger.

**An example** "Let it Go" from Disney's 2013 film *Frozen*
Don't let them in, don't let them see
Be the good girl you always have to be
Conceal, don't feel, don't let them know
Well now they know...

---

**Stanzas**

A **stanza** is a group of lines of poetry (usually 4 or more) arranged according to a fixed plan. Look at this example. This poem has five stanzas, and each stanza is made up of four lines.

**“Autumn Leaves” by Angelina Wray.**

In the hush and the lonely silence
Of the chill October night,
Some wizard has worked his magic
With fairy fingers light.

And the glory of warmth and color
Gleams through the autumn haze.

Like banners of marching armies
That farther and farther go;
Down the winding roads and valleys
The boughs of the sumacs glow.

So open your eyes, little children,
And open your hearts as well,
Till the charm of the bright October
Shall fold you in its spell.

And the golden flags of the maple
Are fluttering overhead.

Through the tangle of faded grasses
There are trailing vines ablaze,
Rhyming words are words that sound the same at the ends, such as ball/tall, or rim/within. When a poem has rhyming words at the ends of its lines, these are called "end rhymes." Look at this example of a rhyming poem.

"The Ball" by Steven Caverly
The bounce of the ball
Either short or tall
Will make it to the rim
From the effort within

Rhyme Scheme
A rhyme scheme is a way of describing the pattern of end rhymes in a poem. Each new sound at the end of a line is given a letter, starting with "a," then "b," and so on. If an end sound repeats the end sound of an earlier line, it gets the same letter as the earlier line.

Look at the following examples.

Excerpt from "The Canary"
by Elizabeth Turner
Mary had a pretty bird, (a)
With feathers bright and yellow, (b)
Slender legs—upon my word, (a)
He was a pretty fellow. (b)

In this poem stanza, bird and word rhyme, and yellow and fellow do too. This means the rhyme scheme is abab. The "a" words rhyme, and the "b" words rhyme.

Excerpt from "October's Bright Blue Weather"
by Helen Hunt Jackson
O suns and skies and clouds of June, (a)
And flowers of June together, (b)
Ye cannot rival for one hour (c)
October's bright blue weather; (b)

In this poem stanza, together and weather rhyme. This means the rhyme scheme is abcb.

Excerpt from "The Huskers" by John G. Whittier
The summer grains were harvested; the stubble-fields lay dry, (a)
Where June winds rolled, in light and shade, the pale green waves of rye; (a)
But still, on gentle hill-slopes, in valleys fringed with wood, (b)
Ungathered, bleaching in the sun, the heavy corn crop stood. (b)

In this poem stanza, dry and rye rhyme and wood and stood rhyme. This means the rhyme scheme is aabb.
Free Verse
You should know not all poems have end words that rhyme. Poems that do not rhyme are called free verse. Look at this example of a free verse poem. Notice that none of the end words rhyme.

The cat sleeps peacefully in the corner
A roaring fire brightly lights the tiny room
She reads the tender words of the letter
While gently the snow falls to the ground
A hundred thoughts swirling in her mind

Repetition
Another way poets use sound is through repetition. Repetition is using a certain sound more than once in a piece of writing. Repeating certain words brings attention to them. Repetition also adds to the rhythm of a poem. Rhyme is one way a poet can use repetition. Remember, rhyme repeats the end sounds of words. Look at these two types of repetition.

Alliteration is the repetition of similar sounds at the beginning of words. A tongue twister uses alliteration.

Example: She sells seashells by the seashore.

Assonance is the repetition of similar vowel sounds.

Example: “Do you like the color blue?” (These letter combinations have an oo sound.)

Practice 3: Poetry Structure

“The Arrow and the Song” by Henry W. Longfellow

I shot an arrow into the air,
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I knew not where;
For who has sight so keen and strong
That it can follow the flight of song?

Long, long afterward, in an oak
I found the arrow, still unbrok;
And the song, from beginning to end,
Found again in the heart of a friend.
Chapter 2 Elements of Literature

1. **Part A**
   This passage is which type of poem?
   A. ballad  
   B. free verse  
   C. limerick  
   D. narrative poem

2. **Part B**
   How do you know this passage is this type of poem?
   A. Free verse is a poem with lines that do not rhyme.
   B. A narrative poem tells a long or short story.
   C. A ballad is a poem that is written to be sung.
   D. A limerick is a funny poem of five lines.

2. What is the rhyme scheme of stanza 1?
   A. aabb  
   B. abcd  
   C. abab  
   D. abcb

   **Excerpt from “Patience” by Amy Lowell**
   Be patient with you?  
   When the stooping sky  
   Leans down upon the hills  
   And tenderly, as one who soothing stills

3. Which **two** lines rhyme in this passage?
   A. Lines 1 and 2  
   B. Lines 2 and 3  
   C. Lines 3 and 4  
   D. Lines 1 and 4

4. What is the rhyme scheme of this poem?
   A. aabb  
   B. abbc  
   C. abcc  
   D. abcd
“Over the Hills and Far Away”

A little bird flew my window by,
Twixt the level street and the level sky,
The level rows of houses tall,
The long low sun on the level wall
And all that the little bird did say
6 Was, “Over the hills and far away.”

A little bird sang behind my chair,
From the level line of corn-fields fair,
The smooth green hedgerow’s level bound
Not a furlong off—the horizon’s bound,
And the level lawn where the sun all day
12 Burns:—“Over the hills and far away.”

18 Is “Over the hills and far away.”

I think that a little bird will sing
Over a grassy mound, next spring,
Where something that once was me, ye’ll leave
In the level sunshine, morn and eve:
But I shall be gone, past night, past day,
24 Over the hills and far away.

5. Line 4 is which type of repetition?
   A. alliteration
   B. assonance

6. **Part A**
   This passage is which type of poem?
   A. nursery rhyme
   B. lyric
   C. free verse
   D. ballad

   **Part B**
   How do you know this passage is this type of poem?
   A. A nursery rhyme is a short rhyme that usually tells a story.
   B. A narrative poem tells a long or short story.
   C. A ballad often contain strong emotions such as love or anger.
   D. A lyric poem focuses on thought and emotion.

7. What is the rhyme scheme of the first stanza?
   A. abcbac
   B. abbcacc
   C. aabcca
   D. aabbcc
Week 1 Day 5
Chapter 2 Elements of Literature

8. Line 21 is which type of repetition?
   A. alliteration
   B. assonance

Drama Structure

Dramas (plays) include short and long plays. They are pieces of literature that actors perform. Dramas can be read aloud or acted out onstage. They include lines of dialogue and stage directions.

This chart lists some elements of a drama (play).

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
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</table>
| Cast of characters| These are the actors in a play.  
                      Example: Mother mouse, Miss Mouse, the cat.  
                      Example: Grandmother, Karen, shoemaker. |
| Setting           | This is where the play takes place.  
                      Example: PLACE: the Shoemaker's shop.  
                      Example: PLACE: a pasture. |
| Dialogue          | These are the words spoken by the characters.  
                      Example: Cow. We're joining in the chorus.  
                      Cat. There isn't a chorus to that song.  
                      Dog. There was that time.  
                      Example: Melissa. Oh!  
                      Countess. Come in, both of you. |
| Stage directions  | These are instructions for the actors. They are set off with parentheses ()  
                      or brackets [ ] and written in italics.  
                      Example: [The two travelers journey along the road. A hatchet lies in the  
                      dust at one side.]  
                      Example: (She smooths his old hat.) |
| Acts              | These signal shifts in action. Most plays have three acts. But some plays  
                      can have up to five acts.  
                      Example: ACT II.  
                      Example: ACT IV. |
| Scenes            | These signal a simple change of location, time, or dialogue.  
                      Example: SCENE II  
                      A Street. Mrs. Carr, a small basket in her hand in which are two oranges and two  
                      lemons, is walking along the street to her house, holding her little daughter Kitty by  
                      the hand. They are supposed to have just arrived at her house door.  
                      Example: SCENE I  
                      Timmy and Jimmy in separate beds, feet to audience, as the curtain goes  
                      up. Tim sits up cautiously. |
Let's look at an example of a play and how it is laid out with the different drama structures.

**Excerpt from The Drone** by Rutherford Mayne

**CHARACTERS**
- Sam Brown, a laborer
- Kate, a servant girl

**Act III**

**Scene 1**
*(The same scene two weeks later. Brown comes in by the yard door holding letters in his hand, which he examines curiously.)*

**Brown** *(shouting loudly).* Miss Mary! Are you there, Miss Mary?

**Kate** *(coming in from parlor).* Hi there. Stop that shouting. Do you want to wake the dead?

**Brown**. I want to give these letters to Miss Mary. Where is she?

**Kate**. Who’re they for? Let’s look at them.

**Brown**. Not for you anyway. *(Loudly.)* Miss Mary.

Can you tell what’s happening in this drama? This part of the drama is from the beginning of Act III (Scene 1).

In the stage directions, we learn a man named Brown comes to a house to deliver letters. We also know from the character list that Brown is a laborer, or servant.

The dialogue between Brown and Kate (also a servant) shows Brown is delivering the letters to Miss Mary. Kate wants to know what’s in the letters. The stage directions show what the characters do and how they say their lines.

Notice that each line of dialogue starts with the character’s name. The actors don't read the names out loud. The names let the actors know which character speaks which line of dialogue.

**Practice 4: Drama**

1. What part of the drama will signal a simple change of location, time, or dialogue?
   A. setting
   B. scenes
   C. dialogue
   D. acts

2. What part of a drama is inside of parentheses () or brackets []

3. What part of a drama will signal shifts in the action?
Excerpt from *Dramatic Reader for Lower Grades* by Florence Holbrook

**The Pied Piper**

Persons in the Play—Mayor, First Councilman, Second Councilman, Third Councilman, Ten Citizens, Piper

Scene I.—*The Mayor's Office*

(*Mayor and Councilmen, sitting around a table. — Citizens come in.*

First Citizen. Our Mayor is a noddly!

Second Citizen. Look at our corporation sitting in the gowns we pay for, and doing nothing!

Third Citizen. See here, how the rats made a nest in my Sunday hat!

Fourth Citizen. When I was cooking dinner the bold rats licked the soup from my ladle!

Fifth Citizen. They are so bold they are always fighting with the dogs and cats!

Sixth Citizen. Yes, and they kill them, too!

Seventh Citizen. My baby cried in his sleep, and when I went to him there was a big rat in his cradle.

Eighth Citizen. What are you going to do about it, Mr. Mayor?

Ninth Citizen. You'd better wake up, sirs! Don't go to sleep over this!

Tenth Citizen. I tell you, you'll have to do something to save us from this army of rats!

First Councilman. What can we do?

Second Councilman. I'm sure we've tried everything, but every day the rats grow worse and worse.

Third Councilman. I'm sure it isn't very pleasant for us to have the city overrun with the creatures!

Mayor. I'd sell my ermine gown for a guilder! It is no easy thing to be mayor and I wish I was a plowboy in the country! Try to think of something to do.

First Councilman. It is easy to bid us rack our own brains!

Second Councilman. I'm sure my head aches trying to think.

Third Councilman. I've wondered and thought, till I've no thoughts left.

Mayor. Oh! if I only had a great big trap! Yes, a thousand big traps! Bless us, what noise is that? Is it a rat?—Come in!

[Enter Piper.]

---

4. Write down the characters in this scene.

---

---

---
5. Circle the stage directions in this passage.

6. What is the setting of this scene?

---

**Narrator Point of View**

Every story has a narrator. The **narrator** is the speaker who tells the story to the reader. The three types of narration are first-person point of view, second-person point of view, and third-person point of view. The narrator also has his or her opinions about certain things.

In the first-person point of view, a character speaks from his or her own point of view and uses the pronouns *I, me,* and *my.*

**Example:** *Green Eggs and Ham* by Dr. Seuss

In the second-person point of view, the narrator speaks directly to the readers and uses the pronoun *you.* This type of narration is often used in giving instructions, such as in a cookbook.

**Example:** *Taste of Home Kid-Approved Cookbook* by Taste of Home

In the third-person point of view, the narrator is an unnamed storyteller who is not part of the story. The pronouns used are *he, she,* and *it.* This narrator is able to tell readers everything that the story’s characters think and feel.

**Example:** *Cinderella* by the Brothers Grimm

Read this passage. Then, read the explanation that follows.

1. Most city people think farm life is relaxing. But running a successful farm is very hard and takes a lot of hard work.

2. Every single morning, farmers must wake up before the sun rises to start working. Every single day, no matter how tired you get, you must work the fields. The day’s work isn’t over until after the sun has set.

3. If it is harvest season, farmers are out in the hot sun gathering the crops. And if it’s not harvest season, farmers still have cows, sheep, chickens, and pigs to feed. Farmers also have to milk the cows, shear sheep wool, and gather chicken eggs. So if you think you’ll find rest and relaxation in farm life, think again.

After reading the passage, you can tell the narrator’s point of view about farm life is farm life is not relaxing at all. The author supports his opinion by telling readers that farmers have to wake up before sunrise, work in the fields every day, and gather crops in the hot sun. They also have to feed cows, sheep, chickens, and pigs. Then they have to milk cows, shear sheep, and gather eggs from chickens.
Practice 5: Narrator’s Point of View

The plane started down the runway. It went faster and faster. I looked out the window and saw the ground rushing past us. I quickly looked away. “We’re going up soon,” Dad said. I gripped the edge of the seat. “Relax. Flying is safe,” he added. I could feel my head press against the back of the seat as the plane lifted off the ground. “We’re up!” said Dad excitedly. I closed my eyes. My tummy felt queasy, and I was shaking all over.

1. What is the narrator’s point of view about flying in an airplane?
   A. Flying in an airplane is exciting.
   B. Flying in an airplane is scary.
   C. Flying in an airplane is fun.
   D. Flying in an airplane is boring.

My backyard has lots of neat bugs. My backyard has slimy worms, creepy centipedes, spiders, ants, and jet-black beetles. I’ve seen crickets and grasshoppers too. I love to sit on a blanket and watch all the critters that live in my backyard crawl around. Sometimes I will scare my little sister by putting a bug on her. You should see her freak out and run in the house screaming. I would like to keep bugs as pets. But my mother said she would run away from home if I brought creepy crawlies in the house.

2. What is the narrator’s point of view about bugs?
   A. Bugs are gross.
   B. Scaring sisters with bugs is fun.
   C. Bugs should be kept as pets.
   D. Bugs are neat.

Dolphins love to play. They play-fight with other dolphins. They even play with seabirds and turtles. Dolphins like to ride waves. They often “surf” beside boats. They like to jump above the water and do twists and turns too!

3. What is the narrator’s point of view about dolphins?
   A. Dolphins do not like to play.
   B. Dolphins play with other dolphins.
   C. Dolphins like to ride waves.
   D. Dolphins love to play.
Many children know the names Big Bird, Ernie, and Oscar the Grouch. These creatures are called Muppets. They are part of the cast of Sesame Street. Sesame Street is a TV show that began in 1969. It is loved by many American children. Kids learn the alphabet and numbers from funny Muppet characters.

4. What is the narrator’s point of view about Sesame Street?
   A. Sesame Street helps children learn the alphabet and numbers.
   B. Sesame Street has funny characters like Big Bird, Ernie, and Oscar the Grouch.
   C. Sesame Street has characters called Muppets.
   D. Sesame Street is a show that has been on television for a long time.

---

Julie and Tommy

1. Julie’s mouth was watering just thinking about the chocolate milkshake she made. She poured the milkshake into a glass and put the glass on the counter. The, she put the milk and chocolate syrup in the fridge and the ice cream in the freezer. She turned around and saw her little brother drinking the milkshake she just made.

2. “Tommy, give me back my milkshake,” Julie said.


4. Julie was so mad that she slapped the glass out of Tommy’s hand. Julie and Tommy looked down in horror as the glass shattered and chocolate milkshake splattered all over the kitchen floor.

5. “Oh, no! Mom is going to kill us,” Tommy said.

6. “Not if we get this all cleaned up before she gets home,” said Julie. “Come on, if we work together, we can get this mess cleaned up.”

7. After dinner, Tommy went into Julie’s room and said, “I’m sorry I took your milkshake. I was mad because you did not make me one.”

8. Julie said, “I’m sorry I slapped it out of your hand. What a mess we made. I am just glad we got it all cleaned up before Mom got home. The next time I make a milkshake, I promise I will make you one, too.”

9. “Thanks, Julie. And thanks for not telling on me.”

---

5. This passage uses which point of view?
   A. third person
   B. first person
   C. second person
I was really happy when my parents told me my grandfather was going to take me camping. I love camping with my grandfather. We have so much fun fishing in the lake, hiking the nature trails, and roasting marshmallows over the campfire.

6. This passage uses which point of view?
   A. second person
   B. third person
   C. first person

The first thing you do is get out all of the ingredients you will need. Then, you need to measure all of the dry ingredients and put them into a big bowl. Next, you will put the eggs and milk into the dry ingredients. Then, you will mix everything together and pour the batter into a pan. Lastly, put the pan into the oven and bake for 30 minutes.

7. This passage uses which point of view?
   A. first person
   B. second person
   C. third person

Reader Point of View
Readers have a point of view, too. Their point of view might be the same as or different from the narrator's or from the characters' in a story. Read the passages. Then, read the explanations that follow.

**Grandma's Garden**

I never thought about flowers or gardening until I visited my grandmother and saw her flower garden. She had made a beautiful garden in her backyard. Many colors make up the plants in the garden. She taught me how to dig a hole in the ground and plant flowers. I helped her water the flowers and pull nasty looking weeds out of the ground. I had dirt all over me. But I had a really good time planting flowers and pulling weeds. I can't wait to visit Grandma again. I want to see all the new flowers growing in her garden. When I grow up, I want to have my own flower garden.

The narrator's point of view is that her grandmother's flower garden is beautiful. She also had fun planting flowers and pulling weeds.

The reader's point of view might be the same as or different from the narrator. Maybe the reader does not like flower gardens or gardening. Some people might not think planting flowers, pulling weeds, and getting dirty is fun.
Then again, if the reader likes gardening and digging in the dirt, the reader would agree that planting flowers, pulling weeds, and getting dirty is fun.

"The Shepherd Boy and The Wolf" by Aesop

1 A shepherd boy tended his master's sheep near a dark forest not far from the village. Soon he found life in the pasture very dull. All he could do to amuse himself was to talk to his dog or play on his shepherd's pipe.

2 One day as he sat watching the sheep and the quiet forest, and thinking what he would do should he see a wolf, he thought of a plan to amuse himself.

3 His master had told him to call for help should a wolf attack the flock, and the villagers would drive it away. So now, though he had not seen anything that even looked like a wolf, he ran toward the village shouting at the top of his voice, "Wolf! Wolf!"

4 As he expected, the villagers who heard the cry dropped their work and ran in great excitement to the pasture. But when they got there they found the boy doubled up with laughter at the trick he had played on them.

5 A few days later the shepherd boy again shouted, "Wolf! Wolf!" Again the villagers ran to help him, only to be laughed at again.

6 Then one evening as the sun was setting behind the forest and the shadows were creeping out over the pasture, a wolf really did spring from the underbrush and fall upon the sheep.

7 In terror the boy ran toward the village shouting "Wolf! Wolf!" But though the villagers heard the cry, they did not run to help him as they had before. "He cannot fool us again," they said.

8 The wolf killed a great many of the boy's sheep and then slipped away into the forest.

The shepherd boy's point of view is that it would be fun to play a trick on the villagers because he is bored.

As a reader, you might agree with the shepherd boy's point of view at the beginning of the story. Playing tricks on people can be fun as long as no one gets hurt.

But you would most likely disagree with the shepherd boy's point of view after the wolf kills the sheep. Most readers would think that being bored is not a good reason to play tricks on people. Some readers might think it is never okay to play tricks on people.
Practice 6: Narrator, Character, and Reader Point of View

1. My cat, Sheba, is a great pet. She is a pretty, fluffy, friendly cat. She loves to greet my friends when they come over to play. One day my friend, Sally, came over. We were on my bed playing with dolls when Sheba jumped on the bed. She started purring and rubbing her head on Sally’s leg. All of a sudden, Sally started yelling and crying.

   “No, NO! Get your cat away from me,” said Sally. “She is trying to bite me.”

   “Oh, Sally. Sheba just wants you to pet her. She is not going to bite you,” I said.

4. Sally was crying and shaking. I did not know why Sally was acting like this. Sheba is the sweetest cat in the world and would never bite anyone.

5. “Please get Sheba away from me. I do not like cats. They scare me,” said Sally.

6. “Okay,” I said. “I will take her downstairs.”

7. I picked Sheba up and took her to the kitchen. I stood there shaking my head. How could Sally be scared of Sheba?

1. Which of these is how Sally feels about Sheba?
   A. Sheba is a nice cat.
   B. Sheba is a sweet cat.
   C. Sheba is a scary cat.
   D. Sheba is a pretty cat.

2. Which of these is how the narrator feels about Sheba?
   A. Sheba is a sweet, friendly cat.
   B. Sheba might bite one of her friends.
   C. Sheba is a mean, unfriendly cat.
   D. Sheba is a big, fluffy cat.

3. Which of these is how you as the reader might feel about Sheba?
   A. If Sally petted Sheba, she would think Sheba is a nice cat.
   B. Sheba is nice, but her owner should not let Sheba scare Sally.
   C. Sheba is a nice cat, so Sally has no reason to be afraid of Sheba.
   D. Sheba is nice to the narrator, but Sheba may not be nice to Sally.
Adam is my best friend. He tells all the kids at school how cool he is. Adam makes fun of everyone’s clothes and hair. He tells people he is a straight A student, but he does not make all A’s. Sometimes, Adam asks me to do his math homework for him.

4. Which of these tells how the narrator feels about Adam?
   A. Adam is a good student.
   B. Adam is not a good student.
   C. Adam is not a good friend.
   D. Adam is a good friend.

5. Which of these tells how Adam feels about himself.
   A. He is the coolest student at school.
   B. He is a very good friend.
   C. He is not the coolest student at school.
   D. He is not a good friend.

6. Which of these shows that the reader might feel differently about Adam than the narrator?
   A. Adam is a nice person.
   B. Adam is a good student.
   C. Adam is not a good student.
   D. Adam has a lot of friends.

It was the first day of summer break. Sandy and Bridget were spending the day at the beach with Grandpa. As always, Grandpa was willing to spoil the girls. He bought them ice cream, popcorn, cotton candy, hotdogs, and pizza in less than an hour. While it was fun to enjoy, the girls soon began to feel ill.

7. Which of these is how the girls feel about their grandfather?
   A. The girls do not think their grandfather is fun to be with.
   B. The girls think their grandfather is fun to be with.
   C. The girls think their grandfather is mean to them.
   D. The girls do not like going to the beach with their grandfather.
Chapter 2 Elements of Literature

8. Which of these is how you as the reader might feel about the grandfather?
   A. The grandfather is a nice man for taking the girls to the beach.
   B. The grandfather is nice, but he should not let the girls eat so much food.
   C. The grandfather is mean because he makes the girls sick.
   D. The grandfather should not take the girls to the beach again.

Chapter 2 Key Term Activity

Fill in the blanks with the correct word.

<table>
<thead>
<tr>
<th>Word Bank</th>
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<tbody>
<tr>
<td>structure</td>
</tr>
<tr>
<td>literal language</td>
</tr>
<tr>
<td>poem</td>
</tr>
</tbody>
</table>

In this chapter, you learned that the (1) ________________ is the speaker who tells the story to the reader. A (2) ________________ is a kind of literature that is filled with emotion. (3) ________________ means using the literal meaning of words as they are defined in a dictionary. The chapters, scenes, or stanzas of a literary work all fit together to provide (4) ________________ to the story, poem, or drama. A (5) ________________ is a way of describing the pattern of end rhymes in a poem. (6) ________________ is when authors use a word or phrase that does not have its normal every day literal meaning.

See the Teacher Guide for the Chapter 2 Review.