4th 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.
<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>The Three Little Pigs</td>
<td>1-20</td>
<td>I wonder why the third pig didn’t help his brothers build better houses?</td>
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Week 1 Day 1
Chapter 1

Features of Literature

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

**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, whole books, poems, and perhaps even plays. These are all different types or genres (ZHON-rahz) of literature. It’s time to learn a little more about the genres of literature you are reading. The genres of poetry and drama will be thoroughly covered in Chapter 3.

**Fiction**

*Fiction* is the term used for made-up stories. They are imaginative and are not true. Sometimes an author might take real historical events and people and make up fictional stories around them. But because the author makes up the story, it is fiction. There are many different kinds of fiction.

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
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<tbody>
<tr>
<td>A novel</td>
<td>This is a long fiction book. It may have many chapters. It can be any kind of literature, like a fantasy, a legend, a mystery, or a western.</td>
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<tr>
<td>Example:</td>
<td><em>Bread and Roses, Too</em> by Katherine Paterson</td>
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<tr>
<td>Fantasy fiction</td>
<td>This contains elements that aren't realistic such as talking animals or magical powers.</td>
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<td>Example:</td>
<td><em>Peter and the Starcatchers</em> by Dave Barry</td>
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<td>Realistic fiction</td>
<td>This takes place in a world much like the real world. The characters are involved in events that could really happen. This could include a story about a terrible day at school or one about an actress winning an Oscar.</td>
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<td>Example:</td>
<td><em>Ramona Quimby, Age 8</em> by Beverly Cleary</td>
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<tr>
<td>Fables</td>
<td>This is a brief tale that teaches a moral lesson. The characters include animals, people, and nonliving objects.</td>
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<td>Example:</td>
<td>Aesop’s fables</td>
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<td>Historical fiction</td>
<td>This consists of written works about plot elements that did not really happen but could have happened in the distant past.</td>
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<td>Example:</td>
<td><em>Lyddie</em> by Katherine Paterson</td>
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<tr>
<td>Science Fiction</td>
<td>These are stories that are typically set in the future or in outer space. Many science fiction stories include science and inventions that have not yet been invented.</td>
</tr>
<tr>
<td>Example:</td>
<td><em>War of the Worlds</em> by H.G. Wells</td>
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| Folktales | These are simple stories set in the past which have animal, human, or supernatural characters. These last characters use their special powers to solve problems. Often, events in folktales happen in threes.  
*Example:* “The Tale of the Bamboo Cutter,” about a mysterious girl called Kaguyahime who is said to be from the capital of the moon |

| Fairy tales | These are also types of folklore that are passed down over many years. They usually begin with “Once upon a time...”  
*Example:* “Hansel and Gretel” |

| A legend | This is a story that has some true and some untrue parts. Legends are usually about people who really lived, but their legendary deeds are bigger than real life.  
*Example:* Johnny Appleseed |

| A myth | This is a story that explains the world by using made-up events and characters. Most myths are very old. Today, we use science to understand nature. In myths, magic or spirits usually explain natural events. Many cultures have myths about how the world began, why the sun moves in the sky, and where the first people came from.  
*Example:* “Crow Brings the Daylight,” an Inuit myth |

Nonfiction

*Nonfiction* writing is not made up; it is based on true facts. Nonfiction contains information about real-life people, events, or subjects. Like fiction, there are different kinds of nonfiction passages.

| Technical text | This gives the reader information to perform a task. It contains step-by-step instruction on how to do something.  
*Examples:* recipe that explains how to make chocolate cookies, brochure that explains how to use a fire extinguisher, and a manual that explains how to use a new computer |

| An autobiography | This is a story about a person’s life written by that person. Some autobiographies deal with a person’s whole life, while others only cover a few special months or years in that person’s lifetime. Many famous people have written autobiographies.  
*Example:* *It Came from Ohio! My Life as a Writer* by R.L. Stine |

| A biography | This is the story of another person’s real life. Writing a biography is a little like researching a report. Biographers have to know many facts about their subjects. At the same time, they have to show what their subjects are (or were) like in real life.  
*Example:* *Eleanor Roosevelt: A Life of Discovery* by Russell Freedman |

| Journals | These often include a reflection of the events happening in the writer’s life. They may span a certain time that the author lived through.  
*Example:* *The Journals of Lewis and Clark* by Meriwether Lewis and William Clark |

| Informational books | These are exactly what they sound like. They are books you read to gain information. They could be your school textbooks or just books that teach you something about a particular subject.  
*Example:* *The Encyclopedia of Weird* by Sheila De La Rosa |
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| A speech | This is a spoken expression of ideas, opinions, etc., that is made by someone who is speaking in front of a group of people.  
**Example:** *The Gettysburg Address* by Abraham Lincoln |
|---|---|
| Reference Books | These give us knowledge about the world around us.  
**Examples:** *Rand McNally Atlas, The American Heritage Dictionary, Encyclopedia Britannica,* and *Roget’s Thesaurus* |

**Evidence and Inference**

**Evidence**

Often you will need to explain what you read in class or in your writing. When you explain what you think a text means, you need to use evidence to support your ideas. Evidence includes examples and quotations from the passage that back up what you think or already know. Sometimes the evidence is provided clearly in the passage, meaning the author will tell you some things right in the text. For example, take a look at this short passage.

"I love my backyard," Lucy thought. It was the perfect size for a quick game of "Chase the Ball." There were a many trees, bushes, and flowers to sniff. There was even a fence where those pesky squirrels which she loved to bark at liked to perch. Whether bouncing, sniffing, or barking, Lucy enjoyed all the delights her yard had to offer.

1. How does Lucy feel about the backyard?"
   How would you answer? You would probably say that Lucy loves her backyard.

2. How do you know Lucy loves her backyard? To answer this question, you need to quote directly from the text to support your answer.
   The author included many details that support how much Lucy loves the yard. These details include its size, the ability to play ball, plenty of bushes, trees, and flowers to sniff, and squirrels to bark at.

**Inference**

Other times, you will need to make inferences. An inference is an educated guess based on what information you are already given. Let's practice finding evidence and making inferences. Read the following passage and answer the questions that follow.

John studied most of the week for the math test. He spent two hours every night going over definitions and exercises in his textbook. He slept well the night before the test. It felt good to be ready.

1. John studied for which kind of test?
   If you said John studied for a math test, you are correct. You know it was a math test because the passage directly tells you that he studied for a math test.
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2. Why do you suppose John studied so hard for his test?
Did you guess that John wants to do well on the math test? You guessed right. The author does not directly say this. You can infer John wants to do well because he studies most of the week, spends two hours each night going over definitions and exercises, and gets a good night's sleep.

Read this passage and the explanation that follows.

Excerpt From *20,000 Leagues Under the Sea* by Jules Verne

At a signal from the captain, the propeller had been disengaged and the fins placed vertically; then the *Nautilus* had shot up at a terrifying speed, like a balloon being carried into the atmosphere. It cut through the water with a loud quivering noise. We could see nothing. In four minutes we had covered the four leagues between us and the surface, and after leaping into the air like a flying fish, we came hurtling back down onto the water, making it splash up to a prodigious height.

Based on this passage, we can infer that

A. the *Nautilus* was descending into the ocean.
B. the *Nautilus* was named after a flying fish by the captain.
C. the *Nautilus* rose out of the ocean with great force.
D. the *Nautilus* raced across the ground at amazing speeds.

To choose the best answer for this question, read the passage carefully, paying special attention to the details. Secondly, narrow your choices to what is stated in the passage. Eliminate responses that do not contain details from the passage.

Following this process, Option A is incorrect because rather than descending, the author says the *Nautilus* "shot up" and leapt "into the air like a flying fish." Option B is incorrect because the passage does not mention the captain naming the *Nautilus* after a flying fish. Option D is not correct because the *Nautilus* "cut through the water" and made a splash. Therefore, the best answer is C. The details about cutting through water and covering "four leagues between us and the surface" lead us to infer that the *Nautilus* rose out of the ocean with great force.

**Practice 1: Evidence and Inference**

Read this passage. Then, answer the questions that follow.

**Characteristics of a Good Student**

A good student has several positive characteristics. For one, he or she works hard. Without hard work, it is difficult to maintain academic success. Also, a good student takes school seriously. You won't find a good student not turning in major assignments or skipping homework. Finally, a good student is organized. Staying organized helps these students to stay on top of assignment requirements and due dates. These specific characteristics help good students to be the type of students that they are.
1. Which of the following statements is evidence from the passage?
   A. Most fourth graders have not developed good study habits.
   B. In order to make the honor roll, a student must earn a specific average.
   C. Two important characteristics of a good student are hard work and organization.
   D. Most fourth graders are not organized and do not take school seriously.

2. Which of the following statements is an example of an inference?
   A. When students earn poor grades, it brings down their averages.
   B. Hard work is necessary in order to have academic success.
   C. A good student will have more than one positive characteristic.
   D. Staying organized helps students complete assignments on time.

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Did you know that chocolate grows on trees? It’s true. Cacao beans come from the cacao tree, and the beans are used to make cocoa, cocoa butter, and chocolate. Cacao beans are also one of Mexico’s many gifts to the world. Ancient writings in Mexico have proven that the Olmecs, who lived in Mexico between 1500 and 400 B.C.E., were the first to use the cacao bean. The Olmecs harvested wild cacao pods, and the cacao beans were ground by hand and mixed with water, ground corn, and chili pepper. This drink was known as chocolate. Following the Olmecs, the Maya became very wealthy trading cacao. Within Mexico, chocolate was then passed on to the Toltecs and the Aztecs in the twelfth century.

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3. After reading this passage, you can infer that—.
   A. cacao beans have been used in Mexico for drinking and trading for a very long time.
   B. the Toltecs were the first civilization to use cacao beans.
   C. the Olmecs became very wealthy by trading cacao to other countries.
   D. archaeologists discovered that the Olmecs were the first to use the cacao bean.

4. What detail explains how archaeologists knew that the Olmecs were the first to use the cacao bean?
   A. books about cocoa
   B. word of mouth
   C. ancient writings
   D. cocoa bean growers
Adapted from “The Chase” by Kim Hill

1. Michael and Adam ran swiftly through the overgrown brush that edged the forest behind their house. Ducking branches and leaping over ravines, the boys seemed to be flying over the ground. Their sneakers and the cuffs of their jeans were already muddy, and the chase had only started five minutes ago. Adam held the leash firmly in one nimble hand while Michael repeatedly yelled, “Sam! SAM! Come here!”

2. It was the third time this week that Sam had escaped the confines of the fenced-in yard. Michael, Adam’s younger brother, had left the gate open the first two times. This time Sam had dug a small hole under the fence and squeezed through. Once Sam got out, he was unstoppable, like a racehorse released from the gate. The boys could barely keep up. They could see him in the distance, running through a clearing in the center of the woods—a blur of golden red fur flashing in the sunlight.

3. “There he is, Mike!” Adam yelled. “Try throwing those dog biscuits you have in your pocket to get him to come to us, and I’ll put the leash on.” Michael threw out a couple of the biscuits, saying Sam’s name a little softer now.

4. “Come on, Sam. Here, boy.” Sam stopped and looked up, sniffing the air. He ran to Michael, happily, and picked up a biscuit.

5. After reading the passage, you can infer that
   A. Sam will continue to escape.
   B. Sam will learn his lesson and stop running off.
   C. Adam’s mom did not want a dog.
   D. Sam is an easy pet to own.

6. What made Sam run to Michael?
   A. Michael spoke quietly to Sam.
   B. Michael threw Sam a dog biscuit.
   C. Sam became tired of running.
   D. Michael caught Sam in a net.

7. What will most likely happen next?
   A. The boys will give up chasing Sam.
   B. Michael will snap the leash on Sam.
   C. The boys’ neighbor will help.
   D. Sam will never escape again.
Dangerous Pets

Alligators are dangerous, so they do not make good pets. Some people buy baby alligators and try to keep them as pets. They may be cute when they are little, but they grow fast. As they grow, they need a lot to eat. Adult alligators eat about twenty pounds of meat a week. Their teeth get very sharp. They can hurt their owners. They can also destroy a house. As they grow, they need room to move around. They can grow to be around twelve feet long and weigh eight hundred pounds. They get strong and can break out of a cage. Then, they can wreck furniture, floors, and walls. It is not a good idea to have an alligator as a pet.

8. After reading the passage, you can infer that—Select all that apply.
   A. it's expensive to keep alligators as pets.
   B. alligators are dangerous and don't make good pets.
   C. alligators grow quickly and would make good pets.
   D. alligators belong in the wild and not in people's homes.

9. Which of the following is not a reason why alligators would be a dangerous pet?
   A. Alligators have very sharp teeth.
   B. Alligators can hurt their owners.
   C. Alligators are very big and strong.
   D. Alligators are no longer cute when they get older.
   E. Alligators can break furniture, floors, and walls.

10. How many pounds of meat does an adult alligator eat in a week?
    A. 30
    B. 20
    C. 10
    D. 15
Week 1 Day 2
Central Idea and Supporting Details

Central Idea
Every story has a central idea. The **central idea** tells you what the story is about. The central idea maybe the lesson learned or moral of a story. The central idea is the most important part of a story or paragraph. You can often find the central idea in the first paragraph of a passage. The rest of the sentences are details that support the central idea. To find the central idea, ask yourself, “What is this story about?” Read the passage and the question and explanation that follows.

*Tales of a Fourth Grade Nothing* is a novel by Judy Blume. The book was first published in 1972. It tells the tale of Peter Warren Hatcher and his baby brother, Farley. Farley goes by the nickname “Fudge.” Fudge is sort of a troublemaker. He gets into mess after mess. Peter has to pick up the pieces. Fudge’s naughty behavior seems to bring him attention. On the other hand, Peter is unhappy to play the role of responsible older brother. The story is told from Peter’s point of view. Readers everywhere find the story funny and realistic. *Tales of a Fourth Grade Nothing* is an excellent work for young readers.

Take a look at the choices below.

Which sentence **best** states the central idea?

A. *Tales of a Fourth Grade Nothing* is a novel by Judy Blume.
B. Fudge's naughty behavior seems to bring him attention.
C. The story is told from Peter's point of view.
D. *Tales of a Fourth Grade Nothing* is an excellent work for young readers.

Which one did you choose? If you chose D, you are correct. That sentence best states the central idea of the passage. This passage informs the reader. It tells the reader about why *Tales of a Fourth Grade Nothing* is a book young readers would enjoy. The details in the passage help to explain the qualities of the novel that make it fun and interesting to read.

Supporting Details
The **supporting details** are the things that describe the central idea. These supporting details make the central idea stronger. Supporting details are facts, descriptions, and examples that back up the central idea in a story or passage. For example, take a look at this short passage.
It was her first day at the new school, and Mary Ellen was as nervous as could be. She wondered if she would have friends and if her teachers would like her. She wondered if she had the right clothes on and would say the right things. As she sat in language arts class waiting for Mrs. Reid to say it was time for lunch, a terrifying thought occurred to her in a sudden flash—she had forgotten to bring her lunch. In less than five minutes, she would be going to lunch, and she would have no lunch. At least a lunch in front of her could distract her from the fact that she had no one to talk to. Now, however, she would just have to sit and look quite silly with nothing on the table in front of her.

What if the teacher asked you what is the central idea of this passage? How would you answer? The central idea is what the passage is about. Look at the first sentence of the passage. It says, "It was her first day at the new school, and Mary Ellen was as nervous as could be."

Then, the teacher might ask, "How do you know?" You need to quote accurately from the text to support your answer. This means giving supporting details that back up the central idea that Mary Ellen is nervous. Some supporting details are, "She wondered if she would have friends and if her teachers would like her. She wondered if she had the right clothes on and would say the right things."

Mary Ellen also forgets to bring her lunch. Look at these sentences. "At least a lunch in front of her could distract her from the fact that she had no one to talk to. Now, however, she would just have to sit and look quite silly with nothing on the table in front of her." These sentences show that forgetting her lunch makes Mary Ellen even more nervous and anxious.

**Practice 2: Central Idea and Supporting Details**

1. Sam was a student in Mr. Martin's math class. Mr. Martin wasn't too strict about deadlines, and Sam took full advantage of that. He did all of his homework in his other classes. But he never bothered to complete Mr. Martin's assignments, thinking he could work on them later.

2. Math was a subject Sam had to keep a "C" average for the entire year, or he would have to go to summer school. When the end of the school year came, Sam planned on going to the local water park every day with his friends.

3. However, Sam failed his math class and would be going to summer school for not turning in his homework on time. That summer was horrible for Sam. While his friends were off enjoying the waterpark, Sam spent his summer completing all of Mr. Martin's late homework math assignments.

1. **Part A**
   
   What is the central idea of the passage?
   
   A. Math is a hard subject for many people.
   B. Students should not put off doing their homework.
   C. Lazy students will always fail their math classes.
   D. People who fail math will have to go to summer school.
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Part B
Which of the following sentences does not support the central idea?
A. "But he never bothered to complete Mr. Martin's assignments, thinking he could work on them later."
B. "While his friends were off enjoying the waterpark, Sam spent his summer completing all of Mr. Martin's late homework math assignments."
C. "He did all of his homework in his other classes."
D. "However, Sam failed his math class and would be going to summer school for not turning in his homework on time."

George Washington

1. George Washington grew up on a farm in Virginia. He worked hard on the farm. He got big and strong. His parents taught him to be honest and to always tell the truth.

2. People tell many stories about George Washington. One famous story is about George when he was a little boy. He had gotten a shiny, new hatchet. He wanted to try it out, so he chopped up as much wood as he could find around the house. When there was no more wood, he chopped down his father's prized cherry tree.

3. When his father found out, he asked George what happened. Sad that he had done wrong, George answered honestly, "I cannot tell a lie. I chopped down the cherry tree." George's father was proud of his son for telling the truth. That is how George Washington was known for his honesty.

4. When he grew up, George helped explore the country. He made maps of places that had no maps yet. He was a brave soldier too. He fought to protect the settlers in the colonies. He became a great general when America fought to be free from British rule.

5. George Washington became the first president of the United States. The nation's capital—Washington, DC—is named for him. He was a very good president. Today, George Washington is known as "The Father of Our Country."

2. Part A
What is the central idea of this passage?
A. George Washington is famous for chopping down his father's cherry tree.
B. George Washington was an honest, hard-working, brave man who became the first president of the United States.
C. George Washington is known as "The Father of Our Country."
D. George Washington helped explore the country and became a great general.
Part B
What are four details that support the answer to Part A?
A. George told his father the truth about chopping down the cherry tree.
B. George worked hard on the family farm.
C. George grew up on a farm in Virginia.
D. George was a brave soldier who helped protect colony settlers.
E. George eventually became the first president of the United States.

Lisa is late to school every day. She leaves her house on time each morning to catch the bus. But she always has to go back inside. Some mornings, she goes back for her lunch. Other mornings, it is to get her homework. One morning, she even left without her shoes. Today, Lisa missed the bus because she stopped on her way to the bus stop to pick some flowers for her teacher.

3. Part A
What is the central idea of this passage?

Part B
Underline the supporting details that back up the central idea of the passage.

Jeremiah didn't like to wear dress pants. It was pure torture. For him, it was worse than "Liver Thursdays." When his mom had announced that the family was going out for a special dinner, Jeremiah knew this meant that wearing dress pants might be a part of the deal. Why couldn't jeans and comfy T-shirts go with him everywhere in life? Better yet, what was more comfortable than sneakers and sweat pants? When Jeremiah got home from school that day, he ran to his room to drop off his backpack. Freezing in his tracks, Jeremiah looked over to the bed, where his mother had laid out an outfit for him to wear. When he saw the dress pants, shirt, and tie, his heart sank. Then, his mind kicked into action.

4. Part A
What is the central idea of this story?
A. Jeremiah doesn't like to eat liver.
B. Jeremiah thinks he looks silly in dress pants.
C. Jeremiah doesn't like to wear dress pants.
D. Jeremiah doesn't like eating in restaurants with his family.
Part B
Which three sentences support the central idea?

A. “It was pure torture.”
B. “For him, it was worse than liver Thursdays.”
C. “When Jeremiah got home from school that day, he ran to his room to drop off his backpack.”
D. “When he saw the dress pants, shirt, and tie, his heart sank.”
E. “Freezing in his tracks, Jeremiah looked over to the bed, where his mother had laid out an outfit for him to wear.”
F. “Then his mind kicked into action.”

Summarizing

Summarizing means you come up with your own words for a short version of the ideas in a passage. This can be a helpful way to remember main points. This is another skill you already know how to use. When describing a story to your friends, you mention the central ideas and a few important details. Many of the details, though, are left out to make the summary brief.

Another important point about summarizing is that what you write should be neutral. In a summary, you are simply telling briefly what you read, not relating what you thought of the text. A summary is not a place for personal opinions.

Let’s summarize a passage together. Read the passage and the explanation that follows.

An ecosystem can support only a certain number of organisms in a population. This is called the carrying capacity. It may go up or down depending on the season. A wet spring may support more plants. However, a dry summer will support fewer plants.

Pollution, weather, and natural disasters all have a negative impact on the carrying capacity of an area. Anything that harms an environment will reduce the carrying capacity. Improvements to the environment, such as reduced pollution, increase the carrying capacity of the area.

When you summarize a passage, write down the main points of the passage.

This passage is about (1) the carrying capacity of an ecosystem during certain times of the year, and (2) the things that can harm and improve the carrying capacity.

Using the main points of the passage, a three-sentence summary of this passage is as follows:

Carrying capacity is the number of organisms an ecosystem can support depending on the season. Pollution, weather, and natural disasters will have a negative impact on the carrying capacity of an area. However, improvements to the environment will increase the carrying capacity of the area.
Week 1 Day 3
Practice 3: Summarizing

Excerpt from *Tom Swift and His Airship* by Victor Appleton

1. "I'm going to turn on the gas now," went on the man. "Look out for yourself. I'm not sure what may happen."
2. "Neither am I, but I'm ready for it. If it does explode, it can't do much damage."
3. "Oh, I hope it doesn't explode. We've had so much trouble with the airship. I trust nothing goes wrong now."
4. "Well, turn, on the gas, Mr. Sharp," advised Tom Swift. "I'll watch the pressure gauge, and if it goes too high, I'll warn you, and you can shut it off."
5. The man nodded, and, with a small wrench in his hand, went to one end of the tank...
6. "Be ready to jump," advised Mr. Sharp.
7. "I will. Here she goes! Look out now. You can't tell what is going to happen."
8. "Shut it off!" cried Tom quickly. "It's coming too fast! Shut her off!"
9. "I can't move it!" Mr. Sharp yelled. "It's jammed! I can't shut off the gas! Run! Look out! She'll explode!"

1. What is the best way to summarize this passage?

   A. Mr. Sharp is about to turn on the gas to the airship, and he tells Tom to let him know if the pressure gets too high. After the gas is turned on, Tom tells Mr. Sharp the pressure is too high. Mr. Sharp can't turn the gas off. He tells Tom to run because the airship is going to explode.

   B. Mr. Sharp and Tom are on an airship. Mr. Sharp tells Tom to look out for himself when the gas is turned on.

   C. Tom Swift and Mr. Sharp are on an airship. Mr. Sharp turns the gas on, but he can't turn it off.

   D. Tom and Mr. Sharp are on an airship. Mr. Sharp is not sure what will happen when he turns the gas on. The pressure is too high. Mr. Sharp tells Tom to run.

Excerpt from *Childhood's Favorites and Fairy Stories The Young Folks Treasury, Volume 1*

**Teeny Tiny**

1. There was once upon a time a teeny-tiny woman who lived in a teeny-tiny house in a teeny-tiny village. Now, one day this teeny-tiny woman put on her teeny-tiny bonnet, and went out of her teeny-tiny house to take a teeny-tiny walk. And when this teeny-tiny woman had gone a teeny-tiny way, she came to a teeny-tiny gate; so the teeny-tiny woman opened the teeny-tiny gate, and went into a teeny-tiny churchyard.

2. And when this teeny-tiny woman had got into the teeny-tiny churchyard, she
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saw a teeny-tiny bone on a teeny-tiny grave, and the teeny-tiny woman said to her teeny-tiny self: “This teeny-tiny bone will make me some teeny-tiny soup for my teeny-tiny supper.” So the teeny-tiny woman put the teeny-tiny bone into her teeny-tiny pocket, and went home to her teeny-tiny house.

3 Now, when the teeny-tiny woman got home to her teeny-tiny house, she was a teeny-tiny tired; so she went up her teeny-tiny stairs to her teeny-tiny bed, and put the teeny-tiny bone into a teeny-tiny cupboard. And when this teeny-tiny woman had been to sleep a teeny-tiny time, she was awakened by a teeny-tiny voice from the teeny-tiny cupboard, which said—

4 “Give me my bone!”

5 And this teeny-tiny woman was a teeny-tiny frightened, so she hid her teeny-tiny head under the teeny-tiny clothes, and went to sleep again. And when she had been asleep again a teeny-tiny time, the teeny-tiny voice cried out from the teeny-tiny cupboard a teeny-tiny louder—

6 “GIVE ME MY BONE!”

7 This made the teeny-tiny woman a teeny-tiny more frightened, so she hid her teeny-tiny head a teeny-tiny farther under the teeny-tiny clothes. And when the teeny-tiny woman had been asleep again a teeny-tiny time, the teeny-tiny voice from the teeny-tiny cupboard said again a teeny-tiny louder—

8 “GIVE ME MY BONE!”

9 At this the teeny-tiny woman was a teeny-tiny bit more frightened; but she put her teeny-tiny head out of the teeny-tiny clothes, and said in her loudest teeny-tiny voice—

10 “TAKE IT!!”

2. What is the best summary for this passage?

A. A teeny-tiny woman who lives in a teeny-tiny house in a teeny-tiny village puts on her teeny-tiny bonnet and goes for a walk. She finds herself in front of a teeny-tiny gate. The teeny-tiny woman opens the teeny-tiny gate and goes into a teeny-tiny churchyard. The teeny-tiny woman sees a teeny-tiny bone on a teeny-tiny grave. The teeny-tiny woman takes the teeny-tiny bone to make some teeny-tiny soup for her teeny-tiny supper.

B. One day a teeny-tiny woman goes for a walk. She finds a bone in a churchyard and takes it home. Later on, she hears a voice say, “Give me my bone.” The woman is afraid.

C. A tiny woman who lives in a tiny house in a tiny village goes for a walk one day. In the tiny churchyard, she sees a tiny bone on a grave and takes it home to make some soup. Later on, the woman takes a nap and is awakened by a tiny voice from the cupboard saying, “Give me my bone.” The woman is scared and hides under the covers. After she hears the voice yell, “GIVE ME MY BONE” for the second time, she tells the voice to take the bone.

D. A tiny woman decides to go for a walk in a churchyard. She sees a tiny bone on a grave and decides to take it home. While she is taking a nap, she hears a voice say, “Give me my bone.” She is scared and hides under some of her tiny clothes.
Excerpt from *Favorite Fairy Tales*

**Jack and the Beanstalk**

1. Jack was an idle, lazy boy who would do no work to support his widowed mother, and at last they both came to such poverty that the poor woman had to sell her cow to buy food to keep them from starving. She sent Jack to market with the cow, telling him to be sure and sell it for a good price.

2. As Jack was going along the road to market he met a butcher. The butcher offered to buy the cow in exchange for a hatful of colored beans. Jack thought the beans looked very pretty, and he was glad to be saved the long hot walk to market; so he struck the bargain on the spot and went back to his mother with the beans, while the butcher went off with the cow.

3. But the poor widow was very disappointed. She scolded her son for an idle, lazy, good-for-nothing boy, and flung the beans out of the window in a passion.

4. Now the beans were magic beans, and the next morning, when Jack awoke, he found some of them had taken root in the night and had grown so tall, that they reached right up into the sky.

3. Write a short summary of this passage. Use your own paper if needed.

Sophie and Chloe are two dolphins at the local aquarium. Every afternoon they perform for sold out crowds who come to watch them jump out of the water. Sophie and Chloe know many amazing tricks. They jump through hoops. They walk across the water using their tails. And they leap high out of the water to take a fish from the dolphin trainer.

Sophie and Chloe are beautiful dolphins. They are twelve feet long. They each weigh almost four hundred pounds, and they can stay under water for almost fifteen minutes before having to come up for air. Sophie and Chloe are very gentle animals. The audience loves seeing them perform and learning more about them.
Chapter 1 Features of Literature

4. What is the best way to summarize this passage?
   A. Sophie and Chloe are two talented dolphins that perform amazing tricks in front of sold-out audiences at the local aquarium.
   B. Sophie and Chloe are two beautiful dolphins that can leap out of the water at the aquarium.
   C. Dolphins are twelve feet long, weight four hundred pounds, and hold their breath for fifteen minutes.
   D. Audiences at the aquarium love to watch the beautiful dolphins named Sophie and Chloe perform amazing tricks.

5. Read this passage. Then, answer the question that follows.

Sir Francis Drake

1. Sir Francis Drake was a famous English explorer. He sailed the seas to find new ways to get to places. He lived in the late 1500s.

2. Drake was the second explorer ever to circumnavigate the globe. That means he went around the whole world in a ship. The first person to do that was Ferdinand Magellan, about fifty years earlier.

3. In Drake's time, England and Spain were enemies. So, the Queen of England asked Drake to help beat the Spanish. Drake made a job out of bothering Spanish ships at sea. He stole from them when he could. In this way, he was also a pirate. Drake spent much of his life at sea.

What is the best way to summarize the passage?
   A. Sir Francis Drake spent most of his time on a ship. He was a famous explorer. He also knew the Queen of England.
   B. Sir Francis Drake was the second person to go around the world in a ship. The first was Magellan. He went around the whole world a long time before Drake did.
   C. Sir Francis Drake, an English explorer in the 1500s, found new sea routes. He sailed around the whole world. He also was a pirate because he stole from the ships of England's enemy, Spain.
   D. Sir Francis Drake was from England. He knew the Queen of England. She probably rewarded him for doing a good job.
Chapter 1 Features of Literature

Rocking Out

1. Are you looking for a fun, inexpensive hobby? Well, next time you are outdoors, just look down. You might find your next hobby right under your feet.

2. Rocks are all over the place. They are so plentiful you might take them for granted. But they are important to scientists. Rock scientists are called geologists. They learn much about Earth by studying rocks and rock formations.

3. The land in Oklahoma is especially rich in minerals. Crystals are plentiful in the state's flinty soil. Oklahoma is famous for crystals called red barite roses. These crystals formed in a way that makes them resemble flower petals. Barite roses came about 250 million years ago, when Oklahoma was an ancient prehistoric seabed. In Noble, Oklahoma, there is even the Timberlake Rose Rock Museum. It boasts the world's largest collection of these fascinating rocks.

4. Many people enjoy looking for unusual rocks. They are often called rockhounds. Sometimes a rockhound discovers a valuable gemstone among the rocks. Some people have even found dinosaur bones. Whatever you find, rock collecting is an easy, fun hobby that you can do anywhere.

6. What is the best way to summarize this passage?
   
   A. Rocks are too heavy to be collected as a hobby. Rocks take many forms and tell scientists important acts. If there weren't rocks, the ground would be squishy. People who collect rocks are sometimes called rockhounds.

   B. Rock collecting is a fun, inexpensive hobby anyone can enjoy. Geologists learn a lot about Earth by studying rocks and rock formations. Oklahoma is very rich in minerals and is famous for crystals called red barite roses. People who collect rocks sometimes find a valuable gemstone or even a dinosaur bone among the rocks.

   C. Rocks are everywhere in Oklahoma. People who study rocks are called geologists. Oklahoma has a lot of minerals. Oklahoma is famous for crystals called red barite roses.

   D. Rock collecting is a fun and inexpensive hobby people can do anywhere. There are many rocks, so you might not think they are a big deal, but they are important to scientists. There is even the Timberlake Rose Rock Museum in Noble, Oklahoma, which claims it has the world's largest collection of red barite crystals.
Chapter 1 Key Term Activity

Fill in the blanks with the correct word.

Word Bank
summarizing   inference
evidence       central idea
genres          supporting details

In this chapter, you learned that (1) ______________________ means you come up with your own words for a short version of the ideas in a passage. (2) ______________________ includes examples and quotations from the passage that back up what you think or already know. The (3) ______________________ tells you what the story is about. (4) ______________________ are facts, descriptions, and examples that back up the central idea in a story or passage. An (5) ______________________ is an educated guess based on what information you are already given. Stories, whole books, poems, and plays are all different (6) ______________________ of literature.

See the Teacher Guide for the Chapter 1 Review.
Week 1 Day 4
Chapter 2

Elements of Literature

This chapter covers the following standards: RL.2, RL.3, RL.4, RL.6

Story Elements

Just like many other things, a story is made of parts. A writer uses people, places, and ideas to tell a story. **Story elements** include **theme**, **setting**, **characters**, **plot**, **conflict**, **figurative language**, and **point of view**.

**Setting**

**Setting** is where and when a story takes place. The setting of a story could be the South during the Civil War. The setting of a play could be Mars in the year 2250. The setting could also be a school classroom, a house, a beach, a state, a country, or even your own backyard.

Sometimes the author directly states the setting of a story. For example, read this passage.

Last year, my parents took us to the Grand Canyon. Wow, is it big! I saw a huge eagle soaring across the canyon. The best part of the trip was riding the donkeys all the way to the bottom of the canyon.

The author says that he and his parents went to the Grand Canyon. So the setting of this story is the Grand Canyon.

But sometimes the author does not directly state the setting of a story. When this happens, you will have to look for clues that tell you the setting of the story.

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

Emily was sitting with her family eating the delicious pizza the waitress brought to the table. Emily had just taken a bite of pizza when her best friend, Sheila, walked in the door.

“Sheila, what are you doing here?” Emily asked.

“I’m here to celebrate your birthday,” Sheila said.
Chapter 2 Elements of Literature

The author does not state the setting of this story. So you will have to look for clues that tell you the setting of the story. Do you see a clue that helps you know the setting of this story?

Look at the first sentence. The author says that Emily and her family are eating pizza that the waitress brought to the table. Since a waitress brought the pizza to the table, you can tell that the setting is a restaurant.

---

**Theme**

This is a very important story element. **Theme** is the deeper meaning or message behind a story. Here is an example.

A little boy finds a bird with a broken wing. He nurses the bird back to health, and then he keeps it in a cage. But the bird is sad and does not sing. So the boy lets it go. The bird is happy. It sits in a tree nearby and sings all day. This makes the boy happy too.

It's just a story about a boy and a bird, right? Well, yes and no. It can mean more than only that. What does this story mean to you? For many people, it may have the deeper meaning, such as “If you love something, set it free.” Other people might get the message “Making someone else happy will make you happy too.”

A theme is often an idea that people all over the world feel or experience. For example, we all know what love is. Many love stories have themes like “love is blind.” Others have themes like “friendship is important” or “practice makes perfect.” Here are some other examples of themes:

- Money can't buy happiness.
- You should always be honest.
- Freedom is worth fighting for.
- Hard work pays off in the end.

A good writer usually doesn't come right out and tell you what the theme is. That would make a story boring or too simple. Instead, the writer carefully develops themes by connecting parts of a story. The author gives you clues about what the theme is.

To find the theme, try the following steps:

1. Look for clues in the story's title. Why did the author choose each word?
2. Watch how the characters act. What are the results of their actions?
3. Think about the details in the story. Why did the author include each detail?
4. Write one paragraph about what you think the author's message is.
Practice 1: Setting and Theme

Read the passage. Then answer the questions.

**Better Than Gold**

1. King Midas saw a wounded spirit lying in the garden. He told his servants to take care of the spirit. The spirit turned out to be a friend of a god. The god thanked Midas by offering him a special power. Midas blurted out, "I want everything I touch to turn to gold!"

2. The next morning, Midas went for a walk. He touched the flowers in his garden. They turned into gold! Midas was very amused and excited. He spent hours turning flowers into gold, until he took a break for lunch.

3. But he was unable to eat any food, since it all turned to gold as soon as he touched it. "I'll figure out this problem later," he thought. "I have to show my little Lydia!"

4. Midas showed his daughter Lydia his new talent. She was amazed. She was so excited that Midas reached to hug her. As soon as he touched her, she turned into gold! Midas was in a panic. He ran off and found the god who had given him the golden touch.

5. "Please take this power away! Turn my daughter back! Help me!" Midas shouted to him. "Gold is nothing compared to my family."

6. The god told Midas to bathe in the river. Midas dove in, causing the riverbanks to turn gold. But the water of the river removed his strange power. He ran home, thrilled to see that his precious Lydia was alive and well. "I don't care if I ever see gold again!" Midas exclaimed. Then, he sat down with his daughter and ate a big meal.

1. **Part A**
   What is the theme of this story?
   A. Wounded spirits are better than gold.
   B. Not many things are better than gold.
   C. A loving family is better than gold.
   D. Supernatural help is better than gold.

2. **Part B**
   Which sentence supports the answer to Part A?
   A. "Turn my daughter back! Help me!"
   B. "I want everything I touch to turn to gold!"
   C. "I have to show my little Lydia!"
   D. "Gold is nothing compared to my family."
Chapter 2 Elements of Literature

2. **Part A**
   What is the setting of paragraph 1?
   A. a castle
   B. a garden
   C. a park
   D. a forest

   **Part B**
   What is the setting of paragraph 6?
   A. a river
   B. a garden
   C. a lake
   D. a stream

Read this passage. Then, answer the questions that follow.

1. Looking behind them, Michael and Adam saw the huge bear at the same time. Dark and strong, the black bear stood only fifteen or twenty feet away, its beady eyes settling on the boys. Pawing at the ground, the bear’s claws dug into the hard earth, leaving deep red gouges.

2. Never taking its eyes off the boys, the bear lifted its snout and began to sniff the air. He was trying to catch the boys’ scent to see if they were friend or foe. The boys looked around, trying to find a place to hide.

3. Michael said, “Do you think we should climb up a tree?”

4. Adam replied, “No, bears can climb trees.”

5. Just then, the boys heard the sound of a man’s voice and a dog barking in the distance. The bear stood up on its back legs. The sounds were getting closer. The bear lowered his body and ran into the thick brush. Just then, a hunter and his dog came into the clearing.

6. “Hi, boys,” said the man. “Are you lost?”

7. “No, there was a bear on the path. We thought we were goners,” said Adam.

8. “A bear you say?” asked the hunter. You boys come with me. I will get you safely out of here.”

9. “Thank you, sir,” the boys said.

10. The hunter looked at the boys and asked, “What are you doing out here all by yourselves? Don’t you know there are dangerous animals out here? Listen to me boys. Never come here without an adult, a gun, and a cell phone.

11. “Don’t worry about that,” said Michael. “I don’t think we will ever come back here again.

12. The hunter said, “With nature, you have to be prepared for any situation. That’s why I always carry a gun and bring my dog with me. I hope you boys will come back again. It’s a beautiful place. Just make sure you understand all of the animals that live here and how to stay safe out here.”
3. **Part A**
What is the setting of this passage?

**Part B**
What clues in the passage help the reader understand the setting of the passage?

4. **Part A**
What is the theme of this story?
A. Knowledge is power.
B. Treat others as you want to be treated.
C. Growing up is a great time of life.
D. Always enjoy life while you can.

**Part B**
Which sentence best supports the answer to Part A?
A. “Looking behind them, Michael and Adam saw the huge bear at the same time.”
B. “He was trying to catch the boys’ scent to see if they were friend or foe.”
C. “Just then, a hunter and his dog came into the clearing.”
D. “Just make sure you understand all of the animals that live here and how to stay safe out here.”

**Characters**

Characters are the beings in a story. They can be people, animals, trees, talking rocks, or just about anything. You know that a non-human thing is a character if it does things, speaks, moves, talks, or has feelings.

Characters help the reader experience a story. In *Doctor Dolittle*, there are many talking animals that are characters. Can you think of other stories that have non-human characters that talk?

Characters in a story can be just like people you know in real life. Some characters may be rude, outgoing, shy, nice, caring, mean, hurtful, or lonely.

This chart lists some common character traits. **Character traits** tell the reader what kind of person, animal, or object a character is.

<table>
<thead>
<tr>
<th>adventurous</th>
<th>bossy</th>
<th>happy</th>
<th>polite</th>
<th>poor</th>
<th>serious</th>
</tr>
</thead>
<tbody>
<tr>
<td>curious</td>
<td>funny</td>
<td>neat</td>
<td>proud</td>
<td>rich</td>
<td>nosy</td>
</tr>
<tr>
<td>energetic</td>
<td>angry</td>
<td>sloppy</td>
<td>loud</td>
<td>respectful</td>
<td>silly</td>
</tr>
<tr>
<td>brave</td>
<td>honest</td>
<td>selfish</td>
<td>snobby</td>
<td>daring</td>
<td>friendly</td>
</tr>
<tr>
<td>creative</td>
<td>sad</td>
<td>successful</td>
<td>unselfish</td>
<td>cheerful</td>
<td>quiet</td>
</tr>
</tbody>
</table>
Chapter 2 Elements of Literature

Writers give you information about their characters. This helps you better understand the characters in the story. You can learn about the characters in a story by paying attention. Look at a character’s thoughts, words, and actions.

You can also infer (guess) things about characters, just like you can about setting. To infer, you use clues from a story to learn about a character.

For example, if a character wears ragged clothes, you can guess he might be poor. If a character speaks with an accent, you can guess that she comes from far away.

It’s also helpful to think of characters as real people. Think about why they choose to act the way they do. What would make a villain want to take over the world? Why would someone want to play a trick on a friend? Why would someone care enough to help a stranger in trouble? These questions and more can help you learn about the characters in a story.

There are two main characters in a story.

<table>
<thead>
<tr>
<th>Character Type</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Protagonist</td>
<td>This is the main and most important character in the story; the hero or heroine. The protagonist is the “good guy” in a story. There can be more than one protagonist in a story.</td>
<td>In James Orchard Halliwell’s The Three Little Pigs, the pig brothers are the protagonists of the story.</td>
</tr>
<tr>
<td>The Antagonist</td>
<td>This is an opponent, rival, or obstacle to the protagonist. The antagonist is the “bad guy” in a story. There can be more than one antagonist in a story.</td>
<td>In James Orchard Halliwell’s The Three Little Pigs, the big, bad wolf is the antagonist of the story.</td>
</tr>
</tbody>
</table>

Plot

Plot is the sequence of events of a story from the beginning to the end. Every story is different, but many use similar plot patterns.

For example, in the book Charlotte’s Web, the introduction introduces readers to Wilbur the pig and Fern, the little girl who convinces her father to let her keep Wilbur as a pet.

During the story, the main conflict of the story comes when Wilbur gets too big to be a house pet, and Fern sells Wilbur to her Uncle Homer Zuckerman. At the new farm, Wilbur meets Charlotte the spider and the two become best friends.

The rising action of the story happens when Charlotte tells Wilbur that Zuckerman will most likely kill Wilbur, but Charlotte has a plan to save Wilbur’s life.

The climax of the story happens when Charlotte convinces people that Wilbur is a very special pig that is worth saving.

The falling action comes after Wilbur wins a special prize at the county fair. Charlotte tells Wilbur that she is dying. She also tells Wilbur that she has an egg sac of 514 future children that she will not live to see be born.

The resolution of the story is that Wilbur decides to save Charlotte’s children and takes the egg sac back to the Zuckerman farm where the eggs eventually hatch. Wilbur has lots of new spider friends to love.
Week 1 Day 5
Practice 2: Characters and Plot

Read the passage. Then, answer the questions that follow.

Abaremasu

1. Once upon a time, there was a son of a fisherman. One year, his family caught so many fish that the people of his village became weary of eating nothing else. The people of the village would buy no more fish. The boy’s family was becoming poor. So, he decided to travel across the mountains to a village that had hardly any fish at all. He wrapped up one month’s worth of dried cod and set the fish on his cow. As he walked with the cow behind him, he began to sing aloud. A shout rudely broke into his song: “Hai! Hai! Yes! Yes!” Impatient with the shouting, he looked around to see who was making the noise.

2. At that moment, the ground began to shake. The boy looked up to see the largest, ugliest beast that had ever lived. The beast had short, white strands of hair that glistened like maggots on dead fish, and he had a hole for a mouth that reached to his ears. His ears were like a donkey’s, and his one eye glinted with red and yellow sparks as he glared at the boy.

3. “I am Abaremasu!” howled the creature. “Give me fish!”

4. The boy, being afraid of the beast, threw a gray fish. Abaremasu swallowed it down in one gulp. Now after seeing the boy unwrap the fish, Abaremasu knew that the number of fish was great. And he demanded all of them in a great roaring voice. The boy tried to say no, but the beast shouted, “GIVE me fish now, or I eat YOU!”

5. So the boy threw all the work of a month, the whole catch of fish, to the beast. The fish disappeared down the terrible throat of the monster in a moment’s time.

6. “Give me cow,” snarled Abaremasu. But he did not wait for the boy to decide. The beast grabbed the cow and shoved it down his mouth, stretching the saggy, splotchy skin of his lips wide in a sickening slurp. Still hungry, the beast moved toward the boy howling, “I eat you now!” Thinking fast, the boy cried, “Wait! How could you eat me with no tea to drink, no rice to eat? Your deeds of strength will go unsung if you should eat in a manner that has no honor. Tell me where the finest tea leaves and grains of rice grow, and I will bring them to you.”

7. The beast pointed to the mountain and grunted the words, “Tea! Rice!”

8. “Stay here then, and use the wisdom you are known for, to decide on the best tea ceremony. I will soon return.” With that, the son of the fisherman made his way quickly to the faraway fields of tea and rice. After harvesting as much as he could, the boy went back to his village. There he restored his family’s fortune by selling the tea and rice. His village had hardly seen such foods before the boy overcame the beast.

9. Abaremasu, waiting by the mountain, believed the sweet words of the boy until he realized that he knew of no tea ceremonies at all. The beast never caught up to the swift child. The giant Abaremasu can still be heard in the mountains, howling his rage and disappointment to the clouds and to the rain, while his eye shoots off huge red and yellow lights through the skies.
Chapter 2 Elements of Literature

1. Part A
   In this passage, Abaremasu is which character type?

   ____________________________

Part B
   How do you know Abaremasu is this character type?

   ____________________________

2. Part A
   In this passage, the boy is which character type?

   ____________________________

Part B
   How do you know the boy is this character type?

   ____________________________

3. Part A
   Paragraph 4 is which part of the plot?
   A. introduction
   B. conflict
   C. falling action
   D. climax

   ____________________________

Part B
   Paragraph 6 is which part of the plot?
   A. resolution
   B. rising action
   C. climax
   D. introduction

   ____________________________

4. Part A
   Paragraph 2 is which part of the plot?
   A. rising action
   B. climax
   C. resolution
   D. falling action

   ____________________________
Part B
Paragraph 8 is which part of the plot?
A. conflict
B. falling action
C. climax
D. resolution

5. Part A
Circle three character traits that describe the boy.
A. brave
B. smart
C. selfish
D. bold

Part B
Circle two character traits that describe the beast.
A. nice
B. mean
C. ugly
D. helpful

Conflict
Any good plot has a conflict. A conflict is a challenge that a character must face and overcome. Many stories have more than one conflict. Here are some of the most basic kinds of conflict.

Character Versus Self
With this type of conflict, the main character battles him or herself. He or she may lack confidence or ability. He or she may have to make a difficult choice. Or he or she may be going through a personal problem. The battle occurs within the character, though it may involve and affect other characters.

Example: In L. Frank Baum's The Wonderful Wizard of Oz, The Cowardly Lion is very fearful and aggressive because he thinks he does not have courage. The Cowardly Lion eventually overcomes his fears, only to realize that he had courage all along.

Character Versus Character
With this type of conflict, one character has a conflict with another character. The characters usually have a disagreement with each other.

Example: In L. Frank Baum's The Wonderful Wizard of Oz, Dorothy's main conflict is with the Wicked Witch of the West. Dorothy must battle the witch so she and Toto can go home to Kansas.
Chapter 2 Elements of Literature

Character Versus Society
With this type of conflict, the main character challenges a law, tradition, system, or custom. The main character or characters may battle against the forces that represent these institutions.

Example: In Hans Christian Andersen's *The Ugly Duckling*, a duckling is born ugly and different than the other hatchlings. The little duckling goes on a brave journey to find a family who will accept him. But he is constantly rejected until he discovers that he is really a beautiful swan.

Character Versus Nature
With this type of conflict, the main character fights to endure or overcome forces of nature. He or she may struggle to survive harsh elements, navigate through a disaster, or find food, water, and shelter. Stories with this type of conflict may occur in the wilderness often, but they can occur in urban settings too.

Example: In L. Frank Baum's *The Wonderful Wizard of Oz*, Dorothy lives on a farm in Kansas until a tornado picks up Dorothy, her house, and her dog, Toto, and sets them down in the land of Oz.

Character Versus Supernatural
With this type of conflict, the main character resists forces that are not of this world. He or she may battle monsters or strange creatures. He or she may challenge beings with magical powers. Or he or she may encounter hostile aliens. The key to this conflict is that forces that are not of this world threaten the main character.

Example: In Charles Dicken's *A Christmas Carol*, Ebenezer Scrooge is visited by the Ghost of Christmas Past, the Ghost of Christmas Present, and the Ghost of Christmas Future. These three spirits show Ebenezer how lonely his life is because of his greed.

Practice 3: Conflict
Read each short passage. Then, read the questions that follow.

1. **Part A**

   One day at school, Mary caught her friend Jennie cheating on a math test. Now, Mary must choose between keeping her friendship with Jennie or doing the right thing and telling the teacher that Jennie cheated on the math test.

   This passage is an example of which type of conflict?

   A. character versus self
   B. character versus society
   C. character versus character
   D. character versus nature
Part B
How do you know this passage is this type of conflict?
A. Character versus society is when the main character challenges a law, tradition, system, or custom.
B. Character versus self is when the main character has to make a difficult choice or decision.
C. Character versus character is when one character has a conflict with another character.
D. Character versus nature is when the main character has to overcome forces of nature.

Grandma is the bravest person I know. She marched right into the city council meeting and demanded that the old, oak tree be saved. She said the oak tree had been standing for hundreds of years, and it would be standing for hundreds of years more. She said the old, oak tree was more important than building a new city council parking lot. My grandmother asked the other people at the meeting what they thought. All of the people said they wanted the city council to leave the tree alone. So the city council decided to leave the old, oak tree right where it was.

2. Part A
This passage is an example of which type of conflict?
A. Character versus self
B. Character versus society
C. Character versus character
D. Character versus nature

Part B
How do you know this passage is this type of conflict?
A. Character versus society is when the main character challenges a law, tradition, system, or custom.
B. Character versus self is when the main character has to make a difficult choice or decision.
C. Character versus character is when one character has a conflict with another character.
D. Character versus nature is when the main character has to overcome forces of nature.

Mark and John are out on the ocean when a large storm hits. After their boat flips over and sinks during the storm, Mark and John begin swimming back to shore. Just when they think that things can't get any worse, they see a shark fin circling them.

3. Part A
This passage is an example of which type of conflict?
A. Character versus self
B. Character versus society
C. Character versus character
D. Character versus nature
Chapter 2 Elements of Literature

Part B
How do you know this passage is this type of conflict?
A. Character versus society is when the main character challenges a law, tradition, system, or custom.
B. Character versus self is when the main character has to make a difficult choice or decision.
C. Character versus character is when one character has a conflict with another character.
D. Character versus nature is when the main character has to overcome forces of nature.

1. Marcy and Tim dare each other to go into the old cave outside of town. After entering the cave, they heard a strange noise. It sounded like a high-pitched squeal. Just then, Marcy screamed.
3. “Run as fast as you can,” Marcy said.
4. Marcy and Tim ran as fast as they could out of the cave. They had just gotten in the car when they saw something come out of the cave. It was huge and covered in scales. It had red, glowing eyes and large, feathery wings. It stopped outside of the cave, sniffed the air, and let out a horrible moaning sound.
5. “Marcy, get us out of here now,” Tim yelled.
7. Marcy started the car and drove as fast as she could back to town. They stopped at the police station to report what they saw. Marcy and Tim never went back to the cave again.

4. Part A
This passage is an example of which type of conflict?
A. character versus self
B. character versus society
C. character versus supernatural
D. character versus nature

Part B
How do you know this passage is this type of conflict?
A. Character versus society is when the main character challenges a law, tradition, system, or custom.
B. Character versus self is when the main character has to make a difficult choice or decision.
C. Character versus supernatural is when the main character resists unworldly forces.
D. Character versus nature is when the main character has to overcome forces of nature.
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5. Part A
This passage is an example of which type of conflict?
A. character versus character
B. character versus society
C. character versus self
D. character versus nature

Part B
How do you know this passage is this type of conflict?
A. Character versus society is when the main character challenges a law, tradition, system, or custom.
B. Character versus self is when the main character has to make a difficult choice or decision.
C. Character versus character is when one character has a conflict with another character.
D. Character versus nature is when the main character has to overcome forces of nature.

Figurative Language

Writers of prose and poetry try to communicate an experience or emotion to readers. They want to create a feeling or an image or make ordinary experiences seem exciting and new. Authors often use figurative language to help them do this.

**Figurative language** is when you use a word or phrase that does not have its normal everyday meaning. This chart provides some very common types of figurative language.

<table>
<thead>
<tr>
<th><strong>Type</strong></th>
<th>Description</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 <em>like</em> or <em>as</em>.</td>
<td>Example 1: The sunshine sparkled like diamonds.</td>
<td>Example 2: My mom is as sweet as caramel pie.</td>
</tr>
<tr>
<td>A metaphor</td>
<td>This is a comparison that doesn't use the words <em>like</em> or <em>as</em>.</td>
<td>Example 1: James is a cheetah on the soccer field.</td>
<td>Example 2: The stormy ocean was a raging bull.</td>
</tr>
<tr>
<td>A hyperbole</td>
<td>This means exaggerating to show strong feeling or effect.</td>
<td>Example 1: Kayla and I have been best friends for a million years.</td>
<td>Example 2: You could have knocked me over with a feather!</td>
</tr>
</tbody>
</table>
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| An understatement | This is an expression with less strength than expected. It is the opposite of hyperbole.  
|--------------------|----------------------------------------------------------------------------------|
| Example 1:        | I'll be there in one second.  
| Example 2:        | This flu shot won't hurt a bit.  

| Personification | This is when an animal or an object is being described as if it were human or had human qualities.  
|-----------------|----------------------------------------------------------------------------------|
| Example 1:      | Lightning danced across the sky.  
| Example 2:      | The wolf sang a lonely song to the moonlight.  

| 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.  

| Idioms | These are word combinations that have a different meaning than the literal meanings of each word.  
|--------|----------------------------------------------------------------------------------|
| Example 1: | That storm *came out of the blue*.  
|           | (It means the storm came without warning.)  
| Example 2: | My brother said the test was a *piece of cake*.  
|           | (It means the test was very easy.)  

Practice 4: Figurative Language

Leslie and Akira had been best friends since preschool. In fact, they were as alike as two peas in a pod. The girls became best friends on the first day of preschool after sitting next to each other at lunch. Now, the girls are in the fourth grade, and Leslie still laughs like a hyena when Akira tells a funny joke.

1. **Part A**
   Read these two sentences from the passage.  
   "In fact, they were as alike as two peas in a pod." and "Leslie still laughs like a hyena when Akira tells a funny joke."  
   These two sentences are an example of which type of figurative language?  
   A. metaphor  
   B. idiom  
   C. simile  
   D. hyperbole

   **Part B**
   How do you know these sentences are this type of figurative language?  
   A. A simile is a comparison using the words *like* or *as*.  
   B. Hyperbole is exaggerating to show strong feeling or effect.  
   C. An idiom is a common phrase that is not taken literally.  
   D. A metaphor is a comparison that doesn't use the words *like* or *as*.  

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