5th 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.
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<tr>
<th>Date</th>
<th>Title</th>
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<th>1 question or prediction</th>
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<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>
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Week 1 Day 1
Features of Literature

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

Genres of 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.

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>
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<th>Genres</th>
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<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. <strong>Example:</strong> <em>Bread and Roses, Too</em> by Katherine Paterson</td>
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<td>Fantasy fiction</td>
<td>This contains elements that aren’t realistic such as talking animals or magical powers. <strong>Example:</strong> <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. <strong>Example:</strong> <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. <strong>Example:</strong> 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. <strong>Example:</strong> <em>Lyddie</em> by Katherine Paterson</td>
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<tr>
<td>Science Fiction</td>
<td>They 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. <strong>Example:</strong> <em>War of the Worlds</em> by H.G. Wells</td>
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<tr>
<td>Folktales</td>
<td>They 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. <strong>Example:</strong> “The Tale of the Bamboo Cutter,” about a mysterious girl called Kaguyahime who is said to be from the capital of the moon</td>
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Chapter 1 Features of Literature

| Fairy tales | They 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 |
| 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.

The genres of drama and poetry will be thoroughly covered in Chapter 3.
Understanding What You Read

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.

“l 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.

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.

Inference = educated guess
Evidence = what you know
Chapter 1 Features of Literature

Read this passage and answer the question. Then, read the explanation.

At the Berlin 1936 Olympics, Adolf Hitler planned to show the world that the Aryan (White/Caucasian) people were the dominant race, but African-American Jesse Owens proved him wrong and sealed his place in Olympic history by becoming the most successful athlete of the 1936 Games. After getting his first Olympic gold medal, he spoke the following lines:

"To those of you who laughed at me, thank you. Without you, I wouldn't have cried. To those of you who couldn't just love me, thank you. Without you, I wouldn't have known real love. To those of you who hurt my feelings, thank you. Without you, I wouldn't have felt them. To those of you who left me lonely, thank you. Without you, I wouldn't have discovered myself. But it is to those of you who thought I couldn't do it; it is you I thank the most, because without you, I wouldn't have tried."

What can you infer after reading Owen's speech?

A. The more people doubted him, the harder Owens worked to become a successful athlete.
B. He is happy that he won his first gold medal at the 1936 Olympics.
C. He wants to thank people for supporting and believing in him.
D. All of the people in Owen's life made him feel lonely and unhappy.

If you chose 'A', you are correct. In his speech, Owens thanks all of the people who laughed at him, doubted him, and hurt him because it motivated him to work hard and try his best.

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 words 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 sentences provides evidence from the passage?
   A. "Most fifth 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 fifth 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.

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.

3. After reading this passage, you know that – select all that apply.
   A. the Olmecs discovered how to make chocolate from cacao beans.
   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. cacao 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
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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. Adam 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 eight hundred pounds. They get strong and can break out of a cage. Then, they can wreak 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

**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 main 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.
Week 1 Day 2
Chapter 1 Features of Literature

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.

Practice 2: Summarizing

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

I love my Uncle David’s farm. He plants all kinds of fruits and vegetables. My favorites are green beans and carrots. He also plants strawberries, squash, corn, tomatoes, lettuce, watermelons, and pumpkins. Sometimes my uncle lets me ride on his tractor when he turns the soil before planting the seeds. I learned that growing your own food is hard work. Uncle David has to get the soil ready and then plant the seeds. After that, he has to make sure to fertilize and water the plants. After a few weeks, the plants will start coming up through the soil. Uncle David loves growing his own fresh fruits and vegetables, and I love eating them. Growing your own food is really hard work, but it is worth the effort after eating all the delicious fruits and vegetables from my uncle’s farm.

1. Write down the main points of this passage.

2. Summarize this passage in three or four sentences.
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 the 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.

3. 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 the 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.

Theme

Theme is the underlying meaning or point of a story. It is an important idea about life that the story reveals. A story can have more than one theme, but there usually is a main theme within the story.

Examples:
- Health is more important than possessions.
- People do not appreciate things they did not work for.
- Honesty is the best policy.
Chapter 1 Features of Literature

Do not confuse the theme with the subject or topic of a passage. For example, say you ask someone what the story of “Goldilocks and the Three Bears” is about. Here is how the story’s topic and theme might be explained:

**Topic:** The story is about a girl who goes into the house of some bears while they are not home, eats their food, and uses their furniture. The bears are very sad and upset when they return.

**Theme:** “Goldilocks and the Three Bears” shows by example how important it is to respect the property of others, have good manners, and take responsibility for your own actions.

Generally, a theme is not stated directly. Instead it is implied, which means you must infer it from what you read. Some themes are stated, though. These include the lessons you can learn from reading fables. At the end of a fable, the lesson is written out for you. But usually you will need to figure it out. When you are looking for a theme, consider how the main character changes or learns a lesson during the story.

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

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.

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

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

“It made a difference to that one,” he said.

What is the theme 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.
Week 1 Day 3
Practice 3: Theme

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 theme 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 theme 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 theme 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 theme do the two passages share?
   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 Key Term Activity

Fill in the blanks with the correct word.

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In this chapter, you learned examples and quotations from the passage that back up what you think or already know is called (1) ___________________. The underlying meaning or point of a story is called the (2) ___________________. Fiction, nonfiction, poetry, and drama are different (3) ___________________ of literature. (4) ___________________ means you come up with your own words for a short version of the ideas in a passage. An (5) ___________________ is an educated guess based on what information you are already given. (6) ___________________ contains information about real-life people, events, or subjects.

See the Teacher Guide for the Chapter 1 Review.
Chapter 2
Elements of Literature

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

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

Setting
Setting is the time and place of action for a literary story. A story may take place in any era—past, present, or future. Also, a story may take place in any part of the world, real or imagined.

The setting might be specific places such as an elementary school, the mall, or a baseball field. Setting is very important because when and where the action of a story occurs directly affects other elements in the story. For example, if you read a story with a historical setting, how might the action and ideas of the characters be different from those in a story set in the present day or in the future?

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

Mercedes was very excited because today was her birthday. Her family and friends were gathered in the backyard eating cake and ice cream. Later that evening, they would have a cookout, and there would be music, games, and dancing.

In this passage, the author directly states that the birthday party is in the backyard.

However, sometimes the author does not directly state where a story takes place. One way to identify setting in passages that you read is to look for clues to help you know something about the time period or the place of action.

Look at the passage below. What kind of setting does this passage use? Where do you think this story is set?

All around, I saw whirling snow. Though it was around noon, the sky looked gray through the blizzard. I knew my house was not far away, but I couldn't tell which way to go in the fierce, blinding storm.

The setting in the passage is midday in a winter blizzard. You can tell that the story takes place somewhere that has snowy winter weather. You can predict that the speaker will have a hard time getting home.
Practice 1: Setting

Excerpt from *The Sea Wolf* by Jack London

I scarcely know where to begin... this particular January Monday morning would not have found me afloat on San Francisco Bay. The Martinez was sinking fast... Numbers of the passengers were leaping overboard. Others, in the water, were clamouring to be taken aboard again... A cry arose that we were sinking. I was seized by the consequent panic, and went over the side in a surge of bodies. How I went over I do not know, though I did know, and instantly, why those in the water were so desirous of getting back on the steamer. The water was cold — so cold that it was painful.

1. **Part A**
   What is the setting of this passage?
   A. The setting is in a house on a January Monday morning.
   B. The setting is on a sinking boat in the ocean on a January Monday morning.
   C. The setting is in a car on a January Monday morning.
   D. The setting is in a swimming pool on a January Monday morning.

   **Part B**
   What are some of the clues that help you identify the setting of this passage?

Excerpt from “The Daisy” by Hans Christian Andersen

Now listen! In the country, close by the high road, stood a farmhouse; perhaps you have passed by and seen it yourself. There was a little flower garden with painted wooden palings in front of it; close by was a ditch, on its fresh green bank grew a little daisy; the sun shone as warmly and brightly upon it as on the magnificent garden flowers, and therefore it thrived well. One morning it had quite opened, and its little snow-white petals stood round the yellow center, like the rays of the sun. It did not mind that nobody saw it in the grass, and that it was a poor despised flower; on the contrary, it was quite happy, and turned towards the sun, looking upward and listening to the song of the lark high up in the air.

2. **Part A**
   What is the setting of this passage?
**Part B**

What are some clues that let you know the setting of this passage?

---

**Plot**

*Plot* is what actually happens in a story or novel. It is the sequence of events from the beginning to the end. A story's plot has the following elements: introduction, rising action, climax, falling action, and resolution. Let's take a look at each of these elements.

In a story, the **introduction** (also called **exposition**) sets the stage for the action and events to come. This part, which comes at the beginning, includes the setting and an introduction of the story's characters.

As the plot of a story unfolds, problems occur between opposing forces. We see the **rising action** as these problems complicate the lives of the story's characters. These problems are called **conflicts**. Conflicts can occur within the mind of a character or between a character and someone or something else.

The highest point of action in a story is called the **climax**. At this point, a reader's suspense is at its greatest. The climax is also the turning point. That means the action reaches a peak and begins to move toward resolution.

After the story's highest point of action or climax, the story begins to move toward resolution. This is called **falling action**. Solutions seem to arise for major conflicts, and the details of the plot begin to wrap up.

The **resolution** is the end of a story. The author resolves the conflict and ties up loose ends.

For example, in *The Hobbit* by J. R. R. Tolkien, the **introduction** introduces readers to Bilbo Baggins and Gandalf who set out on an adventure with a group of thirteen dwarves to reclaim the dwarves' treasure from a dragon named Smaug.

As the plot of the story unfolds, the **main conflict** of the story arises when a group of goblins take Bilbo, Gandalf, and the dwarves prisoner. Gandalf leads the dwarves to a passage out of the mountain, but they accidently leave Bilbo behind.

The **rising action** of the story occurs when Bilbo finds a strange, golden ring lying on the ground and meets Gollum. Bilbo discovers the ring can make him invisible and uses the ring to escape from Gollum and flee the goblins.

The **climax** of the story occurs when Bilbo steals a golden cup from the dragon's cave. Bard, a heroic archer, kills Smaug. However, before Smaug dies, he burns Lake Town to the ground.

The **falling action** comes as the goblins and Wargs march on the mountain, and the humans, elves,
and dwarves are forced to fight together to defeat them.

The **resolution** of the story occurs when Bilbo and Gandalf return to Hobbiton, where Bilbo lives. Bilbo is deeply content to be back home after his grand and frightening adventures.

**Practice 2: Plot**

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

**Sammy**

1. A little squirrel, named Sammy, watched day after day as birds flocked to the bird feeder hanging from the big oak tree in the back yard. When the birds were done eating, Sammy ate the few pieces of seed the birds dropped on the ground.

2. One day Sammy decided to get some bird seed out of the bird feeder for himself, but when he tried to climb up the pole of the bird feeder, he slid right off. The pole had been greased with oil, so it was too slippery to climb.

3. The next day as Sammy watched the birds landing on the birdfeeder, he suddenly got an idea. Instead of climbing up the pole, Sammy decided to jump on top of the birdfeeder. He walked to the edge of the branch holding the birdfeeder, and without hesitation, Sammy jumped. He landed on top of the birdfeeder, which was swaying from side to side with Sammy hanging on for dear life.

4. After the birdfeeder stopped swaying, Sammy crawled down to the delicious bird seed and had a wonderful feast.

1. **Part A**
   
   Read this sentence from the passage.

   The pole had been greased with oil, so it was too slippery to climb.

   This sentence is which part of the plot?

   A. climax  
   B. conflict  
   C. introduction  
   D. falling action

2. **Part B**
   
   Read this sentence from the passage.

   He walked to the edge of the branch holding the birdfeeder, and without hesitation, Sammy jumped.

   This sentence is which part of the plot?

   A. climax  
   B. conflict  
   C. rising action  
   D. falling action
Week 1 Day 4
2. Read this writing prompt.

Use your own paper to write a short or long story that has all the parts of the plot. The story will have an introduction, rising action, main conflict, falling action, and resolution. The story can be made up, or the story can be a real story about something that happened to you or someone else.

Characters
Characters are the beings in a story. They can be people, animals, robots, talking rocks, or just about anything. You know that a nonhuman thing is a character if it does things or has feelings.

There are different kinds of characters in stories, and different ways to describe them. Authors describe characters by giving them what is known as character traits. Character traits are words that describe a character's personality and what a character looks like.

Think about people you know in real life. Some of these people may be old, young, nice, mean, loving, shy, outgoing, athletic, lazy, greedy, tall, short, etc. The characters you read about in books can have the same character traits as people you know.

Sometimes authors do not directly give character traits to their characters. Authors can reveal character traits by including a character's thoughts, words, and actions. Readers can determine the characteristics of a character by observing his/her thought thoughts, behavior, speech, appearance, and communication with other characters.

This chart lists some common types of characters.

<table>
<thead>
<tr>
<th>Character Type</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protagonist</td>
<td>This is the main and most important character in the story. Sometimes the protagonist is the hero or heroine of the story.</td>
<td>In E. B. White's <em>Charlotte's Web</em>, Wilbur is the protagonist.</td>
</tr>
<tr>
<td>Antagonist</td>
<td>This is an opponent, rival, or obstacle to the protagonist.</td>
<td>In Bruce Coville's <em>Jeremy Thatcher, Dragon Hatcher</em>, Mary Lou Hutton is the antagonist.</td>
</tr>
<tr>
<td>Flat</td>
<td>This is a character with few defining traits; often called two-dimensional.</td>
<td>In the <em>Harry Potter</em> book series by J. K. Rowling, Crabbe and Goyle are flat characters.</td>
</tr>
<tr>
<td>Round</td>
<td>This is a character with a variety of characteristics that you get to know about; three-dimensional.</td>
<td>In Roald Dahl's <em>Charlie and the Chocolate Factory</em>, Willy Wonka is a round character.</td>
</tr>
<tr>
<td>Static</td>
<td>This is a character who doesn't change throughout the story.</td>
<td>In &quot;Little Red Riding Hood,&quot; the Big Bad Wolf is a static character.</td>
</tr>
<tr>
<td>Dynamic</td>
<td>This is a character who changes or grows over the course of the story.</td>
<td>In Dr. Seuss's <em>How the Grinch Stole Christmas</em>, the Grinch is a dynamic character.</td>
</tr>
</tbody>
</table>

*Note:* Characters can be more than one type of character.
This chart lists some common character traits.

<table>
<thead>
<tr>
<th>adventurous</th>
<th>bossy</th>
<th>happy</th>
<th>considerate</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>hostile</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>obnoxious</td>
<td>daring</td>
<td>friendly</td>
</tr>
<tr>
<td>creative</td>
<td>sad</td>
<td>successful</td>
<td>uns elfish</td>
<td>cheerful</td>
<td>quiet</td>
</tr>
</tbody>
</table>

**Practice 3: Characters**

**Mr. Joe**

1. Mr. Joe lived in a fine log cabin that he built on the fertile river valley of Tellico Plains, Tennessee. Mr. Joe, as everyone called him, was a disagreeable, old man who rarely had anything nice to say about anyone. Whenever he went to town, he ignored friendly greetings and complained about everything to anyone.

2. Mr. Joe lived a lonely life with only his faithful dog, Brutus, and his fiddle for company. On quiet, peaceful evenings, the townspeople could hear Mr. Joe playing his fiddle. They wondered what had made him so mean.

3. Mr. Joe was so mean that farm hands never stayed very long. Instead of being grateful to have help, Mr. Joe criticized everything the farm hands did. Eventually, the farm hands found work on other farms, so Mr. Joe had to do all of the work himself. He was a proud man who would never admit he needed help with anything.

1. **Part A**
   
   Mr. Joe is which two types of characters?
   
   A. antagonist and dynamic
   
   B. protagonist and round
   
   C. antagonist and static
   
   D. protagonist and flat

   **Part B**
   
   After reading the passage, write down some of Mr. Joe's character traits. How does the author describe Mr. Joe?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
Conflict
The best way to study characters is to observe how they handle conflicts. Conflict is a problem or struggle in a piece of literature. The main conflict in a work is always the struggle that the main character faces.

Let’s take a closer look at some of these conflicts.

Person vs. self
This type of conflict occurs when characters struggle with themselves. They are unsure of an important choice they must make, or they feel tormented by some kind of emotion. This type of conflict is called internal because it occurs in the mind of a character.

Example: The Island of the Blue Dolphins by Scott O’Dell tells the story of a young Native American girl stranded alone for years on an island off the California coast. Karana lives alone on the island after her brother dies. Karana takes on traditionally male tasks, such as hunting, making spears, and building canoes in order to survive.

Person vs. person
This type of conflict is external. This occurs outside of a character. In this type of conflict, a character has a problem that involves another character. It could be a physical fight or verbal disagreement; it could even be two characters struggling to achieve the same goal.

Example: In Anne of Green Gables by Lucy Maud Montgomery, Anne, who is an orphan, is sent to live with Marilla and Matthew Cuthbert. Anne struggles to make friends, fit in at home and her new school, and she struggles with her classmate, Gilbert Blythe, who teases her about her red hair.

Person vs. nature
Also external, these conflicts include natural-disaster scenarios like tornadoes, floods, and severe storms. Other examples of person vs. nature conflicts might involve hostile, rugged terrain, such as an arid desert that must be crossed or a steep mountain that must be climbed or a conflict with an animal.

Example: The book “Swiss Family Robinson” by Johann Wyss is about a family from Switzerland on their way to Australia who are shipwrecked on a tropical island. They use their ingenuity and tools from the ship to survive, and eventually they regain contact with the outside world.

Person vs. technology
These types of conflicts are those that deal with a character struggling against machines or other devices with artificial intelligence.

Example: In the book A Wrinkle in Time by Madeleine L’Engle, Meg Murry, her small brother Charles Wallace, and her mother come face-to-face with a stranger in their kitchen. They discover that Meg’s father had been experimenting with time travel when he mysteriously disappeared. Now the time has come for Meg, her friend Calvin, and Charles Wallace to rescue Meg’s father.
Person vs. society

Characters sometimes face problems with people in the world in which they live. Person vs. society conflicts can include issues with the rules or traditions of their society.

Example: The book *Sounder* by William H. Armstrong shows the courage, love, and faith that bind an African-American family together despite the racism and inhumanity they face during the difficult years of the nineteenth century South.

Person vs. supernatural

This type of conflict features a character set against elements outside of the natural realm. This could include encounters with ghosts, deities, or other mystical experiences.

Example: In the book *Time for Andrew: A Ghost Story* by Mary Downing Hahn, Andrew thinks his Aunt Blythe’s house is creepy. Then, in the middle of the night, Andrew awakens to find the ghost of a boy standing in his room.

Person vs. destiny (or fate)

These conflicts have characters who attempt to break free of the fixed path set before them. This type of conflict is prevalent in Greek and Roman mythology, where the gods often placed fates on characters that could not be changed.

Example: The Disney book *The Lion King*, tells the story of Simba, a young lion who is destined to become the next lion king after Simba’s uncle kills Simba’s father. Simba must learn how to fight and recapture his rightful place in his family.

Practice 4: Conflict

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

Excerpt from “The Treasure Hunters” by Kim Hill

1. It began with a simple dare. George, as usual, had started it. He’d yelled with his meaty face flushed, his small eyes narrowed, “I bet you’re such a chicken you wouldn’t go into the Manchester house alone fer ten minutes!” He had been bugging me for weeks, taunting me after school, on the bus, in the hall, and I’d had enough! It was time to take a stand. No one would call me chicken anymore.

2. I took the dare. “I ain’t no chicken!” I’d said. “Shoot, I’d stay fifteen minutes in that stupid house. Ten minutes is nothin’.”

3. So, here I am, in front of the spookiest house in our town. The fact that no other kid had gone into the Manchester house before interested everyone, and all the neighborhood kids came to watch. I couldn’t back down now—too many witnesses.

4. Looking at the creepy house, I wished I hadn’t let George get to me. I wished I didn’t have to go in. Taking a deep breath, I started walking. Behind me, I heard someone yell, “Dead man walking!” I stopped before I took my first step up the stairs, thinking about turning around and leaving.

5. “Come on, Toby! Ya scared or somethin?” George taunted from the safety of the street, far from the house.
Chapter 2 Elements of Literature

1. **Part A**
   This passage involves which type of conflict?
   A. person vs self  
   B. person vs nature  
   C. person vs society  
   D. person vs person

   **Part B**
   How do you know this passage involves this type of conflict?
   A. Person vs. society conflicts can include issues with the rules or traditions of their society.
   B. Person vs self conflicts occur in the mind of a character.
   C. Person vs person conflicts is when a character has a problem that involves another character.
   D. Person vs nature conflicts include natural-disaster scenarios like tornadoes, floods, and severe storms.

2. **Part A**
   A character struggling against machines or other devices with artificial intelligence is which type of conflict?

   **Part B**
   Characters who attempts to break free of the fixed path set before them is which type of conflict?

---

**Point of View**

Every story has a **narrator**, the speaker who tells the story to the reader. The three main types of narration are **first-person point of view**, **second-person point of view**, and **third-person point of view**. The narrator’s or speaker’s point of view influences how events in a story are described.

<table>
<thead>
<tr>
<th>Type of Narrator</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A first-person narrator</strong></td>
<td>This is a character within the story, speaking from his or her own point of view and using the pronouns I, me, and my.</td>
<td><em>Example: In Life of Pi</em>, Pi Patel tells his story as the main character.</td>
</tr>
<tr>
<td><strong>A second-person narrator</strong></td>
<td>They will talk to the audience directly, using you to address the reader. This type of narration is often used in giving instructions, such as a cookbook or a manual.</td>
<td><em>Example: Taste of Home Kid-Approved Cookbook</em> by Taste of Home</td>
</tr>
<tr>
<td><strong>A third-person narrator</strong></td>
<td>This is an unnamed storyteller who is not part of the story. The pronouns used are he, she, and it. Or the narrator might be all-seeing and is able to tell readers everything that the story’s characters think and feel.</td>
<td><em>Example: The Secret Garden</em> by Frances Hodgson Burnett</td>
</tr>
</tbody>
</table>
Practice 5: Point of View

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

**The Real Princess**

1. There was once a Prince who wished to marry a Princess; but then she must be a real Princess. He travelled all over the world in hopes of finding such a lady; but there was always something wrong. Princesses he found in plenty; but whether they were real Princesses it was impossible for him to decide, for now one thing, now another, seemed to him not quite right about the ladies. At last, he returned to his palace quite cast down because he wished so much to have a real Princess for his wife.

2. One evening, a fearful storm arose. It thundered, and the rain poured down from the sky in torrents: besides, it was as dark as pitch. All at once, there was heard a violent knocking at the door, and the old King, the Prince’s father, went out himself to open it.

3. It was a Princess who was standing outside the door. What with the rain and the wind, she was in a sad condition; the water trickled down from her hair, and her clothes clung to her body. She said she was a real Princess.

1. Does this passage use first, second, or third point of view?

---

**Excerpt from Benjamin Franklin: An Autobiography**

Dear Son, I have had pleasure in obtaining many little stories of my ancestors. You may remember the inquiries I made among the remains of my relations when you were with me in England, and the journey I undertook for that purpose. Imagining it may be equally agreeable for you to know the circumstances of my life, many of which you are yet unacquainted with, and expecting the enjoyment of a week’s uninterrupted leisure in my present country retirement, I sit down to write them for you...

The notes one of my uncles furnished me with several particulars relating to our ancestors. From these notes, I learned that the family had lived in the same village in Northamptonshire, England for three hundred years.

2. Does this passage use first, second, or third point of view?
Week 1 Day 5
Using an AED to Save a Life

An automated external defibrillator (AED) is a portable device that can save the life of a person experiencing sudden cardiac arrest. AEDs are designed to be user-friendly so that anyone—even an untrained bystander—can assist a person in cardiac arrest until paramedics arrive.

If you come upon a person who has collapsed or is unconscious, you need to follow these steps:

1. Check the person's responsiveness. Shake the person's shoulders, or shout at him to see if he is actually unconscious.
2. Call or have someone else call 9-1-1.
3. Check to see if the person is breathing and has a pulse. If neither is present, ready the AED.
4. Turn on the AED. The AED will provide vocal instructions as well as visual diagrams detailing each step. Follow these steps as prompted.
5. Make sure that the wires connecting the pads to the AED are plugged in.
6. Make sure that no one is touching the person as the AED analyzes the person's heart rhythm.
7. Leave the pads on the person's chest and continue with CPR until paramedics arrive.

3. Does this passage use first, second, or third point of view?

Other Elements of Literature

In addition to the literature elements you have just learned, authors also use other elements, such as figurative language, word meaning and tone, connotation, and organizational structure when writing different types of literature.

Figurative Language

Using colorful words is one way writers add meaning to text. Paying attention to how a writer uses words is one way to get more out of what you read.

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 a colorful way to use words. Thinking about these words can help you to determine meaning.

This chart provides some very common types of figurative language.

| A simile | This is a comparison using the words like or as. Example 1: Charlie is as sly as a fox. (Since foxes are known for being crafty, it helps you determine the meaning of the word sly. Example 2: “The sound resounded through the house like thunder” – Charles Dickens (If you have ever heard thunder, you know it booms and can even create vibrations if lightning strikes close enough. This helps you understand what resounded means. It means “to boom or echo.”) |
| **A metaphor** | This is a comparison that doesn't use the words *like* or *as.*

**Example 1:** James is a beast on the soccer field. (You know that a beast is ferocious. This helps you to understand how James plays.)

**Example 2:** “All the world’s a stage, / And all the men and women merely players.” —William Shakespeare (Thinking about how actors are acting, reacting to others, and pretending on stage tells you how Shakespeare sees people in real life.) |
| --- |
| **A hyperbole** | This adds emphasis in writing through exaggerating.

**Example 1:** Tim threw the ball so fast and hard it landed in Texas.

**Example 2:** You could have knocked me over with a feather! |
| **Imagery** | This is using words and phrases that appeal to the five senses of sight, hearing, touch, smell or taste. Imagery is often called "word pictures" because a writer recreates an experience for the reader.

**Example 1:** The sweet scent of honeysuckle was just strong enough to make me sneeze.

**Example 2:** “And now a gusty shower wraps/ The grimy scraps/ Of withered leaves about your feet.” —T. S. Eliot |
| **Personification** | This is when an animal or an object is being described as if it were human or had human qualities.

**Example 1:** The flowers thirsted for water after being left in the sun.

**Example 2:** The mighty oak tree cried as her leaves turned brown and fell to the ground. |
| **Symbol** | This is a person, place, object, or action that stands for something else, such as a quality, an attitude, a belief, or a value.

**Example 1:** A bald eagle is often used as a symbol for America.

**Example 2:** The Statue of Liberty is often seen as a symbol of hope and freedom for immigrants when coming to America. |
| **An adage** | This is a short saying that has been popularly accepted over a long period of time. Writers use adages to share ideas about how to live life.

**Example 1:** The grass is always greener on the other side. (It means that we tend to think other people are better off than we are.)

**Example 2:** A penny saved is a penny earned. (It means that the more money that you do not spend is more money in your pocket.) |
| **An idiom** | This is a common phrase that is not taken literally. Authors use idioms to spice up their writing.

**Example 1:** You think you’re getting into the show for free? *Don’t hold your breath.* (It means don’t bother waiting for something to happen as it probably won’t.)

**Example 2:** Why do you always have to *make a mountain out of a molehill?* (This means to make something that is not important into a big deal.) |
| **A proverb** | This is a saying much like an adage. It is simple but can have a deeper meaning and is often used to give advice.

**Example 1:** To fail to prepare is to prepare to fail. (It means that you should be prepared before starting something. It gives you an advantage.)

**Example 2:** Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime. (This means that teaching people is better in the long run because it gives them the skills to provide for themselves instead of doing things for them.) |
Chapter 2: Elements of Literature

Practice 6: 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 fifth 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. proverb

2. **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. A proverb is often used to give advice.
   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.

---

**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 jumped down the last step 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?”

---

2. **Part A**
   The phrase “I had a million and one things to do” is an example of which type of figurative language?
   A. hyperbole
   B. adage
   C. metaphor
   D. simile

---

"If something can go wrong, it will"
Part B
What type of figurative saying is “hit a snag”?  
A. adage  
B. idiom  
C. proverb  
D. metaphor

My Town
The leaves on the ground danced in the wind  
The brook sang merrily as it went on its way.  
The fence posts gossiped and watched cars go by  
which winked at each other just to say hi.  
The traffic lights yelled, “Stop, slow, go!”  
The tires gripped the road as if clinging to life.  
Stars in the sky blinked and winked out  
While the hail was as sharp as a knife.

3. Part A
This poem is an example of which type of figurative language?  
A. symbol  
B. personification  
C. imagery  
D. adage

Part B
How do you know this poem is this type of figurative language?  
A. A symbol is a person, place, object, or action that stands for something else, such as a quality, an attitude, a belief, or a value.  
B. An adage is a short saying that has been popularly accepted over a long period of time.  
C. Personification is when an animal or an object is being described as if it were human or had human qualities.  
D. Imagery uses words and phrases that appeal to the five senses of sight, hearing, touch, smell or taste.

Word Choices Affect Meaning and Tone
An author makes the decision to use specific words based on his or her purpose. These word choices express meaning and tone to the reader.  
An author develops meaning in writing through the choice of specific words. Many words can imply specific feelings—for example, think of the words bright or mournful. Both are simple, yet they convey strong information. You saw how this works when authors use figurative language. Word choice also includes choosing just the right word out of several that may have similar meanings.
**Tone** is the attitude or feeling of the characters. You know that the same words can be said in many different tones. Think about the tone you use when talking with family on the phone. Now, compare that with how you speak when you call a friend to ask for some information. Tone is the way a writer uses words to present a certain attitude or feeling to the reader.

Read this passage, and then read the explanation that follows.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>This had to have been the worst day of Rory Upton's life. First, Rory was late to school because he missed the bus. Then, during math class, Rory's teacher asked him to go to the board and solve a geometry problem. Rory was extremely embarrassed because he didn't know how to solve the problem.</td>
</tr>
<tr>
<td>2</td>
<td>After school, when the bus stopped in front of his house, Rory got off, walked in his house, stomped up the stairs, walked into his room, slammed his door shut, and threw his book bag down on his bed. Just then, Rory's mother knocked on his door.</td>
</tr>
<tr>
<td>3</td>
<td>&quot;Rory, can I come in?&quot;</td>
</tr>
<tr>
<td>4</td>
<td>&quot;Sure,&quot; Rory said.</td>
</tr>
<tr>
<td>5</td>
<td>His mother opened the door, quietly sat down on the bed, and asked, &quot;What's wrong, sweetie? Did you have a bad day?&quot;</td>
</tr>
<tr>
<td>6</td>
<td>&quot;I had the worst day ever!&quot; Rory exclaimed. Rory then told his mother everything that happened that day.</td>
</tr>
<tr>
<td>7</td>
<td>When he finished, his mother calmly said, &quot;Rory, we all have bad days sometimes. You need to take a deep breath and relax. Tomorrow will be better. I promise you it will. Since you are having so much trouble with geometry, I think you need some tutoring. Do you think that would help?&quot;</td>
</tr>
<tr>
<td>8</td>
<td>&quot;Yeah, it would, Mom,&quot; Rory said. &quot;Thanks for listening. I feel better now.&quot;</td>
</tr>
</tbody>
</table>

How would you describe Rory’s mood after reading the first two paragraphs? If you said he was stressed, upset, angry, or tense, you are correct. The author uses words such as, embarrassed, stomped, slammed, and threw to make it clear that Rory was in a very bad mood.

Now, as you read the rest of the passage, Rory's mood changes from being upset to being calm after talking to his mother. The author states that Mrs. Upton quietly sat on the bed and spoke in a calm manner, which helped Rory calm down.

The following chart provides some common types of mood and tone authors use when writing.

<table>
<thead>
<tr>
<th>some Types of Mood and Tone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>angry</td>
</tr>
<tr>
<td>dramatic</td>
</tr>
<tr>
<td>mocking</td>
</tr>
<tr>
<td>cynical</td>
</tr>
</tbody>
</table>

Meaning = specific words

**Tone** = attitude or feeling
Practice 7: Mood and Tone

Excerpt from *Alice's Adventures in Wonderland* by Lewis Carroll

1. The Mouse gave a sudden leap out of the water, and seemed to quiver all over with fright. “Oh, I beg your pardon!” cried Alice hastily, afraid that she had hurt the poor animal’s feelings. “I quite forgot you didn’t like cats.”

2. “Not like cats!” cried the Mouse, in a shrill, passionate voice. “Would you like cats if you were me?”

3. “Well, perhaps not,” said Alice in a soothing tone. “Don’t be angry about it. And yet I wish I could show you our cat Dinah. I think you’d take a fancy to cats if you could only see her. She is such a dear quiet thing,” Alice went on, half to herself, as she swam lazily about in the pool. “She sits purring so nicely by the fire, licking her paws and washing her face. And she is such a nice soft thing to nurse. And she’s such a capital one for catching mice—oh, I beg your pardon!” cried Alice again. This time the Mouse was bristling all over, and she felt certain it must be really offended. “We won’t talk about her any more if you’d rather not.”

4. “We indeed!” cried the Mouse, who was trembling down to the end of his tail. “As if I would talk on such a subject! Our family always hated cats: nasty, low, vulgar things! Don’t let me hear the name again!”

1. **Part A**
   What word would describe Alice’s tone in the first paragraph?
   A. offended
   B. selfish
   C. apologetic
   D. unconcerned

   **Part B**
   What word would describe the mouse’s tone in the last paragraph?
   A. insulted
   B. thrilled
   C. amazed
   D. scared
Chapter 2 Key Term Activity

Fill in the blanks with the correct word.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>plot</td>
</tr>
<tr>
<td>figurative language</td>
</tr>
<tr>
<td>conflict</td>
</tr>
</tbody>
</table>

In this chapter, you learned that (1) _______________ is the time and place of action for a literary story. The (2) _______________ is what actually happens in a story or novel. (3) _______________ are words that describe a character’s personality and what a character looks like. (4) _______________ is a problem or struggle in a piece of literature. The (5) _______________ is the speaker who tells the story. (6) _______________ is a colorful way to use words and can also help you understand meaning.

See the Teacher Guide for the Chapter 2 Review.