

### Literary Text

**Focus Lesson**

When you take a test, you might be asked to read a story and answer questions about it. Sometimes what you read is **nonfiction**—a story that is true. Other times, it is **fiction**—a made-up story. A literary story is one kind of made-up story. It has characters in it who speak to each other. It has a beginning, middle, and end.

There are many different kinds of literary stories. **Realistic fiction** is a made-up story that could happen in real life. **Traditional stories** teach a lesson. These include fables, fairy tales, and folktales. **Fables**, such as “The Tortoise and the Hare,” are short stories that often have animals that act like humans. They usually teach a lesson about how people behave. **Fairy tales** have elements of magic. They often include creatures like giants, wicked witches, and elves. **Folktales** are stories about ordinary people that teach a lesson about how people behave. **Tall tales** wildly exaggerate the skills or strengths of the hero. The hero is usually a character from America’s past like Paul Bunyan, a giant lumberjack.

Characters, plot, and setting all make up a good story. The **characters** are the people in the story, and the way they think, feel, and act help move along the plot. The **plot** is the order of events in a story. It is the **conflict**, or problem, that makes the story exciting. The **setting** is when and where the story takes place. It helps shape the characters and determines what they do. A story may be realistic fiction, a fairy tale, folktale, or even told as a poem, but it will always include characters, plot, and setting.

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**FOCUS LESSON: LITERARY TEXT**

**Title:** Butterflies

**Genre:** Realistic Fiction

**Lexile® Measure:** 790L

**Skill Focus:** Genre, Character

**Graphic Organizer:** Analyzing Character Chart

**Vocabulary**

To help with comprehension, review these vocabulary words with students before they read the passage. Write the words on the board and keep them displayed so students can refer to them when they read independently.

**backstage, lines, nervous, ruin**

**Focus Lesson: LITERARY TEXT**

Read this story and answer the questions that follow.

### Butterflies

by Maria Malvone



1 Ella was dressed in her costume and ready to leave her house, but she was nervous. The play would start in just an hour. It was her first time on stage! Even though her best friend, Julie, and Julie’s twin brother, Jake, would be on the stage with her, something could go wrong. She could flub her lines and ruin the play. She could bump Jake hard instead of the pretend bump they had practiced. People might not laugh in the right places.

2 But it was time to go. When they arrived at school, Mom and Dad walked Ella backstage and wished her good luck.

Julie rushed over to Ella as soon as she saw her. “Guess what?” she said excitedly. “My Uncle Jim is here! He directs plays in New York, and he’s looking for kids to be in *Oliver Twist!*”

3 “Oh, that’s great!” Ella said, but she didn’t really mean it. It only gave her more butterflies in her stomach. She asked Julie about the plays her uncle had done, but she wasn’t really listening to the answer. She was thinking about her lines and the roomful of people who would be watching.

4 Finally it was time for Ella to make her entrance. She rushed across the stage and pretended to bump into Jake, just as they had practiced. She couldn’t really see the people in the audience, but she could hear them laughing—in all the right places. She forgot about the butterflies. She was having fun!

5 Later, she found her parents in the hallway, and they made plans with Julie and Jake’s family to go out for ice cream. “You were very good,” said Uncle Jim. “I hope I’ll get to see you on stage again.”

6 “I hope so, too,” said Ella, smiling. And she really meant it.

**A narrator is the person telling the story. The narrator may be a character or a person outside the story. A first-person narrator tells the story from his or her point of view using the words I and we. A third-person narrator uses characters’ names or he, she, or they.**  
What type of narrator does this story have?

**Dialogue is what characters say to each other. It is placed in quotation marks so you can tell who is speaking.**  
What is an example of dialogue in this story?

**The theme of a story is its message. Characters, setting, dialogue, and plot help you figure out a story’s theme.**  
What is this story’s theme?

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**Common Core State Standards**

**RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**RL.3.9** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Focus Lesson: **LITERARY TEXT**

**1 Part A RL.3.9**

What type of story is *Butterflies*?

\_\_\_\_\_

\_\_\_\_\_

*Butterflies* is a story about a young girl who is nervous to perform in a play. It is a realistic fiction story.

**Part B RL.3.9**

What clues from the story help you answer Part A?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The characters—Ella, her parents, her friend Julie, Julie's brother Jake, and her uncle Jim—all sound like real people. The setting takes place at a school, and the plot involves Ella acting in a play for the first time. These are all clues that show the story could be real. Something similar may have even happened to you. So *Butterflies* is a realistic fiction story.

Focus Lesson: **LITERARY TEXT**

**2 Part A RL.3.3**

What problem does Ella have in the beginning of the story?

\_\_\_\_\_

\_\_\_\_\_

Reread paragraph 1. What is wrong with Ella? Ella is nervous. This is her first play. She is afraid she will make a mistake and people won't like the play.

**Part B RL.3.3**

How does Ella solve her problem?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reread paragraph 4. What happens to make Ella's problem go away? Ella practiced for her role. When she got on stage, she knew what she was supposed to do. Ella forgets that she is nervous and has fun on stage.

SAMPLE

Lesson 1 **Literary Text**

**Guided Practice**  
Read the passage and answer the questions that follow.

**Adapted from *What Katy Did***  
by Susan Coolidge

See page 6  
Focus Lesson:  
Literary Text

- Many of the students lived too far from school to go home at noon. They brought their lunches in baskets. Katy and Clover brought lunches to Mrs. Knight's school.
- At noon, after eating, someone had the idea to play a game inside the classroom. Katy had the bad luck to invent a new game, which she called the Game of Rivers.
- The rules of the game were simple. Each girl took the name of a river and chose a path through the classroom between the desks. The girls made low, roaring sounds like water. Cecy was the Platte River; Marianne Brooks, a tall girl, the Mississippi; Alice Blair, the Ohio; Clover, the Penobscot; and so on. Katy told them to run into each other once in a while because, as Katy said, "rivers do."
- Katy was Father Ocean. She growled horribly and raged up and down the front of the classroom. Every now and then, when the others were at the far end of the room, Katy would yell, "Now for a meeting of the waters!" All the rivers were bouncing and screaming. They turned and ran toward Father Ocean, while he roared loudest of all. Father Ocean bounced and moved like the waves on a beach.
- The noisy game was loud and surprising to the neighbors. The yelling, banging of furniture, and scraping of many feet made plenty of noise. People going by stopped and stared. An old lady asked why someone didn't run for a policeman.

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**GUIDED PRACTICE**

**Title:** Adapted from *What Katy Did*

**Genre:** Fiction

**Lexile® Measure:** 640L

**Skill Focus:** Main Idea, Figurative Language

**Graphic Organizer:** Main Idea/Details Chart

**Vocabulary**

To help with comprehension, review these vocabulary words with students before they read the passage. Write the words on the board and keep them displayed so students can refer to them when they read independently.

**beach, invent, raged, splattered, waves**

**Guided Practice: LITERARY TEXT**

- Mrs. Knight, coming back from lunch, was shocked to see a crowd of people standing in front of her school. When she heard all the noise, she became really frightened. She rushed in and threw open the door. The classroom was a big mess. Chairs and desks were knocked over. Ink splattered the floor. The rivers ran around and yelled. Old Father Ocean, with a face as red as fire, did a crazy dance at the front.
- "What does this mean?" gasped Mrs. Knight, almost speechless.
- At the sound of her voice, the rivers stood still. Father Ocean stopped dancing and slunk away. Each girl suddenly realized what a mess she had made of the classroom. They stood and stared, ashamed, as their classmates returned from lunch and stared at the clutter.
- Mrs. Knight rang the bell. She had the students pick up the desks and chairs. Mrs. Knight cleaned the ink from the floor with wet cloths. The classroom was silent as the students and their teacher cleaned the mess. Mrs. Knight's face was so serious that the rivers felt very guilty. Father Ocean wished himself thousands of miles away.



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**Common Core State Standards**

**RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.

**RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**RL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**RL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.



**Guided Practice: LITERARY TEXT**

**1 Part A RL.3.5**

How does paragraph 2 give you a hint about what happens in paragraph 6?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reread paragraphs 2 and 6. What do the characters do and say in each paragraph? How do the events connect to each other?

*In paragraph 2, the story says Katy had the "bad luck" of making up the Game of Rivers. This hints that the game will lead to trouble. In paragraph 6, Mrs. Knight returns from lunch to see a classroom mess.*

**Part B RL.3.3**

Based on the answer to Part A, who is the leader of the Game of Rivers?

\_\_\_\_\_  
\_\_\_\_\_

Who is Father Ocean? This is the character who comes up with the idea for the game.

*Katy is the leader of the Game of Rivers.*

**Guided Practice: LITERARY TEXT**

**2 Part A RL.3.4**

Read this sentence from the story.

"Old Father Ocean, with a face as red as fire, did a crazy dance at the front."

What does the author mean by "with a face as red as fire"?

\_\_\_\_\_  
\_\_\_\_\_

Reread paragraph 6. How does Father Ocean act earlier in the story? Why might these actions make his face appear "as red as fire"?

*The words "with a face as red as fire" show that Katy is wild and looks very hot.*

**Part B RL.3.1**

What are two sentences from the story that support the answer to Part A?

\_\_\_\_\_  
\_\_\_\_\_

Look for sentences in the story that show how Father Ocean was acting.

*"She growled horribly and raged up and down the front of the classroom."  
"Father Ocean bounced and moved like the waves on a beach."*

**Guided Practice: LITERARY TEXT**

**3 Part A RL.3.2**

What lesson does this story teach?

\_\_\_\_\_  
\_\_\_\_\_

Think about how the girls in the story act. What happens because of their actions?

*People should think about what might happen before they do something.*

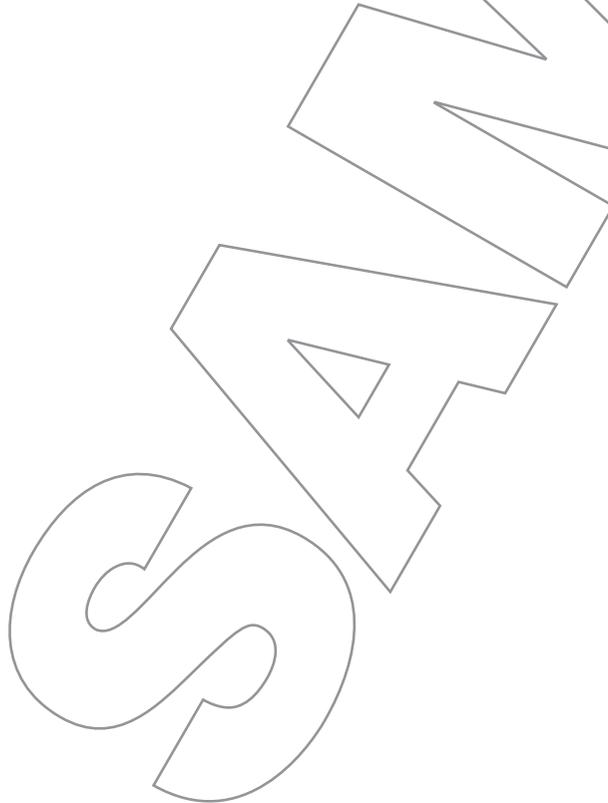
**Part B RL.3.5**

Based on the answer to Part A, when do the girls learn this lesson?

\_\_\_\_\_  
\_\_\_\_\_

What do the girls learn? What sentences or paragraphs show that they have learned this lesson?

*The girls learn the lesson when Mrs. Knight and their classmates return from lunch. The girls realize then that they have been noisy and made a mess. They feel ashamed of how they acted.*



**Independent Practice: LITERARY TEXT**

Read the passage and answer the questions that follow.

Adapted from *The Voyages of Doctor Dolittle*  
by Hugh Lofting



- 1 Miranda, the Purple Bird-of-Paradise, was right when she predicted good weather. For three weeks, the good ship *Curlew* plowed her way through smiling seas before a steady, powerful wind.
- 2 As we got farther South and farther West, the face of the sea seemed different every day. To me, all the little things that a sailor would have ignored were very interesting.
- 3 We did not pass many ships. When we did see one, the Doctor would get out his telescope, and we would all take a look at it. Sometimes he would signal to it, asking for news, by raising little colored flags on the mast. The ship would answer back to us in the same way. The meaning of all the signals was printed in a book that the Doctor kept in the cabin. He told me it was the language of the sea. All sailors from any country could understand the messages.
- 4 Our greatest happening during those first weeks was passing a large block of floating ice. When the sun shone on it, the light burst into a hundred colors. The ice sparkled like a jeweled palace in a fairy story. We saw a mother polar bear with a cub sitting on it. They were watching us. The Doctor recognized her

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**INDEPENDENT PRACTICE**

**Title:** Adapted from *The Voyages of Doctor Dolittle*

**Genre:** Fiction

**Lexile® Measure:** 790L

**Skill Focus:** Characters, Figurative Language

**Graphic Organizer:** Character Analysis Chart

**Vocabulary**

To help with comprehension, review these vocabulary words with students before they read the passage. Write the words on the board and keep them displayed so students can refer to them when they read independently.

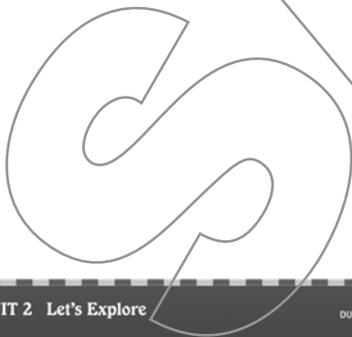
**cabin, course, mast, polar, seaweeds, telescope**

**Independent Practice: LITERARY TEXT**

as one of the bears who had spoken to him when he found the North Pole. He sailed the ship up close. The Doctor invited the bear and her baby on to the *Curlew*. She shook her head and thanked him. She said it would be far too hot for the cub on the deck of our ship. He needed ice to keep his feet cool. It had been a very hot day, but being so close to that great mountain of ice made us all turn up our coat collars and shake with the cold.

5 During those quiet, peaceful days, the Doctor helped me as I studied my reading and writing. I soon wrote so well that he let me keep the ship's log. This is a big book kept on every ship, a kind of diary. I wrote the number of miles we had run, the direction of our course, and everything else that happens in the log.

6 When he had some free time, the Doctor often wrote in his notebooks. I used to peek into these notebooks sometimes, now that I could read. I could not understand the Doctor's writing though. Many of these notebooks seemed to be about sea things. Six thick ones were filled with notes and sketches of different seaweeds. Other notebooks were all about sea birds, sea worms, and seashells. The Doctor planned someday to rewrite them. He wanted to have them printed and bound into books.



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**Common Core State Standards**

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- RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- RL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**ANSWER ANALYSIS**

**1A** Seas don't really smile. This is an example of personification. Think about what the ocean can be like for a sailing ship. Choice A is the correct answer. This phrase suggests that the journey was easy, or pleasant. It was not fun, long, or scary so choices B, C, and D are incorrect.

**B** Think about what it is like to travel when all goes well. In this story, the phrase "smiling seas" means that the days were "quiet and peaceful." The author used this time to study. Choice A is the correct answer. Choices B, C, and D are incorrect.

**2A** The author is traveling to new places, and he finds the Doctor to be very knowledgeable. Choice A is the correct answer. Choices B, C, and D are incorrect because he does not find the trip with the Doctor to be lonely, tiring, or silly.

**B** Choices A, B, and C are incorrect. They provide facts but do not give the point of view of the author. Choice D is the correct answer because it tells how the author feels about traveling with the Doctor. He finds it very interesting.

Independent Practice: LITERARY TEXT

**1 Part A RL.3.4**  
 Read this sentence from the passage.  
 "For three weeks, the good ship *Curlew* plowed her way through smiling seas before a steady, powerful wind."  
 The phrase "smiling seas" tells you that the journey was

A easy  
 B fun  
 C long  
 D scary

**Part B RL.3.3**  
 Think about your answer to Part A. How did this affect the speaker?

A It gave him time to study.  
 B It made him want to go home.  
 C It made him look for things to do.  
 D It gave him the chance to make friends.

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Independent Practice: LITERARY TEXT

**2 Part A RL.3.3**  
 How does the speaker feel about traveling with the Doctor?

A He thinks it is exciting.  
 B He thinks it is lonely.  
 C He thinks it is tiring.  
 D He thinks it is silly.

**Part B RL.3.1**  
 Which sentence best supports the answer to Part A?

A "We did not pass many ships."  
 B "We saw a mother polar bear with a cub sitting on it."  
 C "I used to peek into these notebooks sometimes, now that I could read."  
 D "To me, all the little things that a sailor would have ignored were very interesting."

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