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. Historical fiction also can be realistic, but the story takes place in a different time period than the present. Science fiction and fantasies are stories that take place in unreal present. Science fiction and fantasies are stories that take place in unreal settings or that feature unreal events. Usually some element of science forms the background in a science fiction story. A fantasy may feature imaginary worlds like ours filled with magic, humans with extraordinary powers, or fentastic creatures such as vampires or uniconism. Mysteries are stories about situations that are puzzing. The characters, and the reader, look for clues that help explain what has happened. Myths are stories that come from many cultures. Some of the best-known myths are those of the ancient Greeks and Romans. The main purpose of a myth is usually to try to explain how the world began, why things happen, or the customs of the people: Fables, such as "The Tortoise and the Hare," are short stories that often have animals that act like burnars. They usually teach a lesson about how people behave. Fairly tales have elements of magic. They often

that often have animas that act when homes. 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 wha 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.

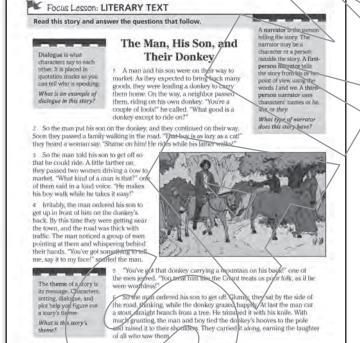
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Reading Literary Text

What is the story's

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FOCUS LESSON: LITERARY TEXT

Title: The Man, His Son, and Their Dønkey

Genre: Folktalé

Lexile® Measure: 1270L

Skill Focus: Genre, Compare and Contrast

Graphic Organizer: Venn Diagram,

Vocabulary

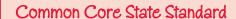
To help with comprehension, review these vocabulary words with students before they read the passage. Write the words on the board and keep them displayed so students can refer to them when they read independently.

hind, hooves, irritably, jeered

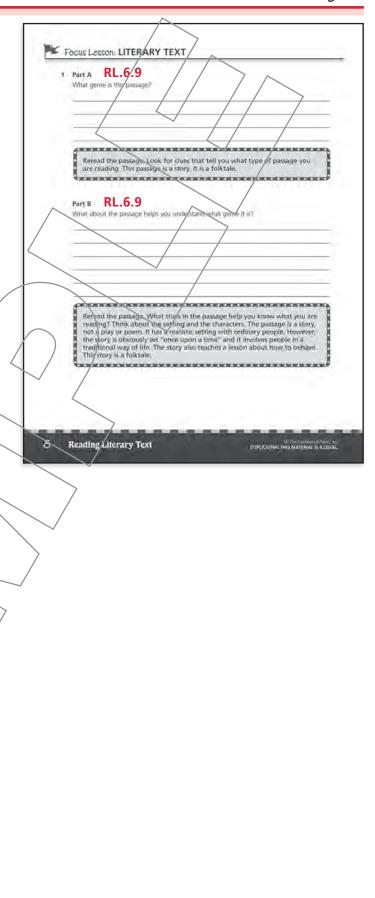
Reading Literary Text

7 As they were crossing the bridge at the egge of town, the donkey kicked one hind foot loose. This caused the boy of drop his end of the pole. His father lost could, and the donkey turnined over the bridge. It was swypt down the river and by away.





RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.



GUIDED PRACTICE

Title: Grey Cub **Genre:** Fiction

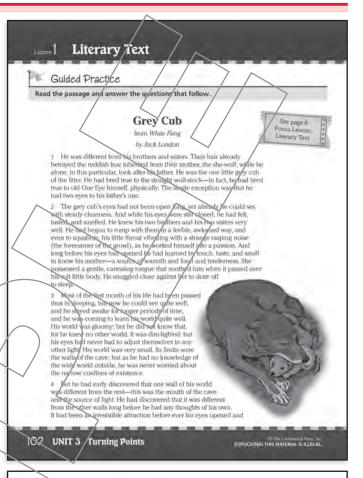
Lexile® Measure: 930L

Skill Focus: Character, 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.

caressing, rebuke, squabble



Common Core State Standards

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3 Describe how a particular story's or drama's plot unfolds in a variety of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Guided Practice: LITERARY TEXT

Jokked upon it: The light from it had best upon his sealed lids. The life of his body, and of every fiber of his body, the life that was the very substanc of his body and that was apart from his own personal life, had yearned toward this light and urged his body toward it, much like a plant feels the urge to rise up toward the sun.

5. Always, in the beginning, he had crawled toward the mouth of the cave, and in this his brothers and sisters were one with him. Never, in that period, did any of them crawl toward the dark cornes of the back-wall. The light drew them as if they were plants; they crawled blindly, like the tendrils of a vine. Later on, when each developed individuality and became personally conscious, the attraction of the light increased. They were always crawling and sprawling toward it, and being driven back from it by their mother.

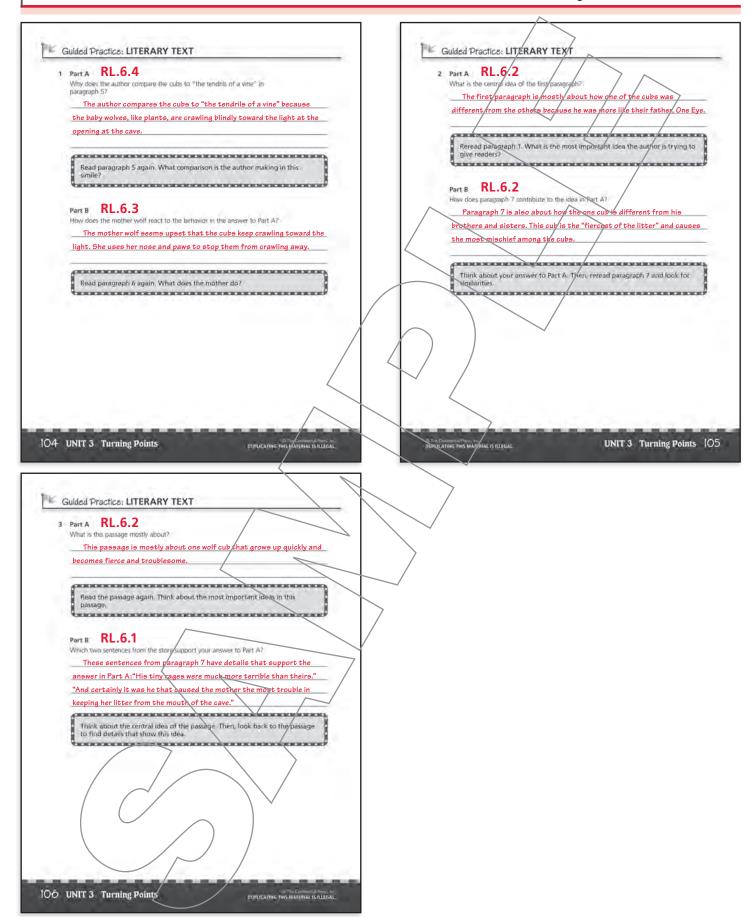
6 It was in this way that the grey cub learned that his mother could be other than soft and soothing. In his insistent crawling toward the light, he discovered in her a nose that with a sharp nudge administered rebuke, and later, a paw, that crushed him down and rolled him over and over with swilt, calculating stroke. Thus he learned hurt. On top of it he learned to avoid hurt, first, by not risking it; and second, by dodging and retreating.

7 He was a fierce little cub. So were his brothers and sisters. It was to be expected as they were carnivorous animals, a breed of meat-caters. But he was, further, the fierces of the litter. He could make a louder rasping growl than any of them. His liny rages were much more terrible than theirs. It was ne that first bearned the trick of rolling a fellow-cub over with a cuming pow-stroke. And it was he that first gripped another cub by the ear and pulled and fugged and growled fitrough jaws light-clenched. And certainly it was he that caused the mother the most brouble in keeping her litter from the mouth of the cave.

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UNIT 3 Turning Points 103





Independent Practice: LITERARY TEXT

Read the passage and answer the questions that follow.

My Advent on Mars

Adapted from A Princess of Mars by Edgar Rice Burroughs

- 1 Lopened my eyes upon a strange and welrd landscape. I knew that I was on Mars; not once did I question either my sanity or my wakefulness. I was not asleep, no need for pinching here; my inner mind told me as plainly that I was upon Mars as your mind tells you that you are upon Earth. You do not question the fact; neither did I.
- 2 I found myself lying prone upon a bed of yellowish, mossilke vegetation which stretched around me in all directions for many miles. I seemed to be lying in a deep, circular basin, along the outer edge of which I could distinguish some low hills.
- 3. It was midday, the sun was shining full upon me and the heat oil it was rather intense upon my body, yet no greater than would have been true under similar conditions on an Arizona desert. Here and there were slight outcroppings of nock which glistened in the sunlight. A little to my left, perhaps a 100 yards, appeared a low, walled enclosure about four feet in height. No water, and no other vegetation than the moss was in evidence, and as I was somewhat thirstyl I determined to do a little exploring.
- 4 Springing to my feet I received my first Martian surprise, for the effort, which on Earth would have brought me standing upright, carried me into the Martian air to the height of about three yards. I landed softly upon the ground, however, without a shock or jar. To my surprise, I found that I must learn to walk all over again, as the efforts that had carried me easily and safely upon Earth played strange antics with me upon Mars.
- 5 Instead of progressing in a sane and dignified manner, my attempts to walk resulted in a variety of hops which took me clear of the ground a couple of feet at each step and landed me sprawling upon my face or back at the end of each second or third hop. My muscles, accustomed to the force of gravity on Earth, played mischief with me in attempting to cope with the lesser gravitation and lower air pressure on Mars.
- ā I was determined, however, to explore the low structure which was the only evidence of habitation in sight. Frustrated with my lack of progress, I bit upon the unique plan of crawling. I did fairly well at this and in a few moments had reached the low wall of the enclosure. There appeared to be no doors or windows upon the side nearest me, but as the wall was but about four feet high. I cauliously stood and looked over the top. There I saw the strangest sight that flad ever been given me to see.

INDEPENDENT PRACTICE

Title: My Advent on Mars

Genre: Science Fiction
Lexile® Measure: 1210L

Skill Focus: Compare and Contrast, Genre

Graphic Organizer: Venn Diagram

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.

antics, grotesque, prone, sinister

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UNIT 1 Yesterday, Today, and Tomorrow 33

Common Core State Standards

- **RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RL.6.9** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.



ANSWER ANALYSIS

1A Choice B is the correct answer. "The Time Machine" features time travel into the future, and "My Advent on Mars" features a run-in with Martians. Both are examples of science fiction, which features imaginative content such as futuristic settings or technologies, space travel, or extraterrestrials. Choices A, C, and D are incorrect. The story is not set in the past, is not realistic, and does not have a puzzle or crime to be solved.

- B Choice B is the correct answer. The narrator of "The Time Machine" travels through time and lands in an unfamiliar place; the narrator of "My Advent on Mars" wakes up on Mars. Therefore, the two stories are similar because both narrators land in unfamiliar worlds. Choices A, C, and D are incorrect because these are not true of both stories.
- 2A Choice B is the correct answer. The word monster suggests a creature that is scary or frightening. Therefore, the author likely uses this word to suggest that the Martians are dangerous. Choices A, C, and D are incorrect. The word does not suggest that the Martians are clever, gigantic, or mysterious.
 - B Choice D is the correct answer. The sentence "It was the rattling of the tools of war which warned me" suggests that the narrator should fear the approaching Martians. Therefore, this sentence best supports the idea that the Martians are dangerous. Choices A, B, and C are incorrect. These statements do not suggest that the Martians are to be feared.



