

English Language Arts Samples of Grades 3-8

**SUCCESS
WITH
OAS**
Oklahoma Academic Standards



SAMPLE PACKET FROM *SUCCESS WITH OAS:* *English Language Arts, Grades 3-8*

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3.3.R.2 Students will determine whether a grade-level literary text is narrated in first- or third-person point of view.

Vocabulary

first-person point of view	informs the reader of what only the writer is thinking and feeling
point of view	the way the author tells a story or information
third-person point of view	an outside narrator (e.g., he, she, it, his, hers, its, they)

Real-World Connections

All stories have a narrator. A narrator is the person telling the story. **Point of view** is the way in which an author tells a story or information. First-person or third-person points of view are the two used most often.

- **First-person point of view** tells the reader that the narrator is inside the story.
 - Pronouns used in first person are: I, my, mine, me, we, ours

Story example:

Oreo is my dog. My dog is a black and white border collie. I have taught her many tricks. Oreo can sit, fetch, and roll over. I think my sister and I will take her on a walk tomorrow. We love walking our dog.

In this short story, the author wrote the words I and we. These keywords will help determine that the author wrote in the **first-person point of view**.

- **Third-person point of view** tells the reader the narrator is outside the story. Readers may infer the thoughts of some of the characters, or the narrator may be “all-knowing” about all characters.
 - Pronouns used in third person are: he, she, it, his, hers, its, they, their

Story example:

Rachel and Sam are having a good time with Mom and Dad at the park. The trees are tall and thick. It is easy for a six-year-old little girl to hide behind the trunk of a tree. Sam sees a limb on the ground, and he is going to jump over it.

Lesson (3.3.R.2)

Name: _____

He is going to look for Rachel, but the limb stops him. Oops! He should have jumped higher. Big brother Sam is lying on his back and looking up at the treetops. Rachel runs to Sam and touches his head. “You’re still IT,” she cries.

In this short story, the author uses the pronouns it, he, his, and she. These keywords help determine that this short story is written in the **third person**.

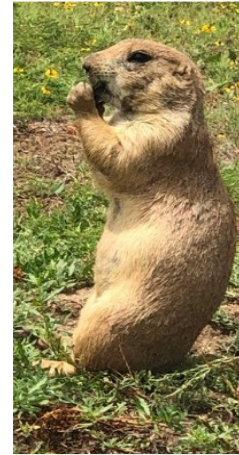
Clues to Help Determine Point of View for the Reader

First Person	Third Person
The author uses the pronouns <u>I</u> , <u>me</u> , <u>my</u> , <u>mine</u> , <u>we</u> , <u>our</u> .	The author uses the pronouns <u>he</u> , <u>she</u> , <u>it</u> , <u>his</u> , <u>her</u> , <u>its</u> , <u>they</u> , <u>their</u> .
The narrator experiences the story firsthand.	The narrator may or may not choose to be a character in the story.
The reader can only know what the narrator knows.	The narrator can give the thoughts and actions of just one character or multiple characters.
The reader can benefit from the narrator’s perspective.	The reader gets information from the thoughts of someone not experiencing the events.
The reader can experience someone’s personal story.	The reader enjoys knowing what all the characters are thinking.

Read the following. Determine the point of view by locating the pronouns.

1.

Paragraph 1	
<p>When I lived in the Western High Plains, I saw all kinds of animals. The prairie dogs were my favorite. I liked to look at them running through the fields. They looked so cute playing with each other. I always wanted to try to feed them, but my mom told me no. So instead, I would watch from a distance with my drawing pad. I would sketch the prairie dogs. Then, I would give my sketches to my mom to hang around the house.</p>	
Point of view:	Pronouns:



2.

	Paragraph 2
<p>Today is a nice sunny day. It is the first day of school. I make myself a delicious breakfast of toast and cereal. I share it with my dog, Max. I quickly finished my breakfast. I wash my dirty dishes and put them away. I waited for the bus with my friends at the bus stop. When the bus stops, we get on and take our seats. We remain seated and talk about what we are going to play at recess. We don't get off the bus until it stops in front of our school.</p>	
Point of view:	Pronouns:

Read the following. Determine the point of view by locating the pronouns.

3.

Paragraph 3

My family has a favorite meal. It is bean soup with cornbread and fresh fruit for dessert. We make it often when the weather is cool. My mother uses a recipe from my grandmother when making the soup. It takes all day for the soup to cook. My favorite part is helping my dad wash and prepare the fresh fruit.



Point of view:

Pronouns:

4.

Paragraph 4


Tomorrow is the first day of school. I can't wait to go back. I have missed my friends. Even though I saw some of them over the summer, I still missed playing with them during recess. My friend called me last night. We are wearing matching hair bows tomorrow.

Point of view:


Pronouns:

Read the following. Determine the point of view by locating the pronouns.

5.

Paragraph 5	
	<p>Oatmeal is my favorite cereal. I am nine now and still eat oatmeal for breakfast every morning. I eat it in my favorite blue bowl. It has a daisy on the inside. I also have a spoon that matches my bowl. It is blue and has a daisy at the tip. Sometimes, I put half a teaspoon of syrup in my oatmeal. Most of the time, I just add slices of banana. My sister likes hers with lots of syrup, but I do not.</p>
Point of view:	Pronouns:

6.

Paragraph 6	
<p>United States President Woodrow Wilson did not like drivers who were speeding. He wanted to catch drivers who were going too fast. He knew that drivers who did not obey the law might hurt someone by accident. He wanted to prevent that from happening. He would ask his driver to help him catch the speeders. People who were close to President Wilson asked him to stop. They told him to let the police do their job. Finally, President Wilson stopped.</p>	
	
Point of view:	Pronouns:

Read the selections. Then answer the questions that follow.



Paragraph 1

Ants are incredibly strong. Ants can carry items on their backs that are up to ten times their weight. Ants can hide anywhere. They usually do not travel alone. Most of the time, ants are on a mission to build something or find food. They do these things in a line. The termite, a white ant, prefers to build with a paste. Termites can build very high and sturdy buildings with wood.

1. What pronoun is used in paragraph 1 that shows point of view?
 - A I
 - B you
 - C they
 - D his

2. What is the viewpoint of paragraph 1?
 - A first person
 - B third person
 - C the ant's
 - D the termite's

3. What kind of words help to identify the viewpoint in paragraph 1?
 - A pronouns
 - B verbs
 - C nouns
 - D places

Answer the following questions.

- 4. Which sentence is written in first-person point of view?
 - A The teacher gave them a treat.
 - B They laughed at the clown.
 - C She went to the movies with a friend.
 - D I like to eat vanilla ice cream.

5. Write a short story in third person about friends.

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

Paragraph 2

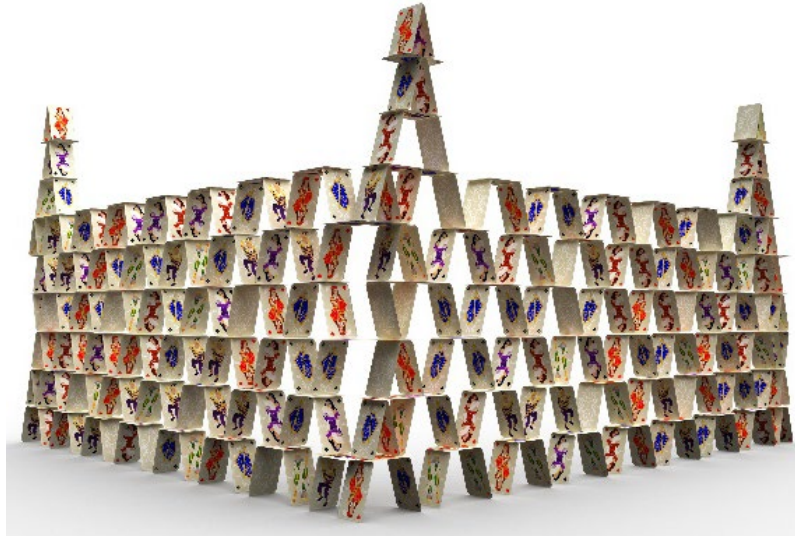
Building towers is a fun pastime. Some people build towers at the beach using sand. Some people build towers with bricks. Others use cement. Bryan, Mark, and Matthew

Yukanin built a tower with cards. They are three brothers who held the world record.

They built a tower that looked like a six-story house. The brothers used more than two thousand cards to complete their

structure. A year later,

James Warnock of Canada used more than three thousand, five hundred cards to beat the record of the Yukanin brothers. Warnock's building of playing cards stood eleven feet seven inches high. He built his playing card tower with about a thousand more cards than the three brothers.



6. What is the point of view in paragraph 2?

- A first person
- B third person
- C James Warnock's
- D Matthew Yukanin's

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

Paragraph 3

The summer of my third-grade year, my brother, Brent, took me fishing. We rode our bike down Penny Hill to the neighborhood park. Behind the park was a creek. My brother and I took our fishing poles down to the creek and baited the hook with bologna. We would fish for crawfish. Once the crawfish took our bait, we took it off the hook and threw it back into the creek. I loved fishing with my brother.



7. What is the viewpoint of paragraph 3?
- A first person
 - B Brent's
 - C Penny's
 - D third person

Read the following. Then, answer the questions that follows.



Paragraph 4

My father does not like to have pets in the house. Yet, every time I see a stray animal, I want to take it into the house. I feed stray dogs with our cocker spaniel's food. I always check for tags. Tags tell me important information. I like to call owners to tell them their dog is safe. I care for them until the owners get to my home. Dad is glad when that happens.

Answer the following questions.

8. What is the viewpoint of paragraph 4?
 - A Blondie's
 - B Shadow's
 - C third person
 - D first person

9. Why do authors have narrators in stories?
 - A Narrators are the main character of the story.
 - B Narrators can give more information about characters.
 - C Narrators cause the conflict in the story.
 - D Narrators solve the problems in the story.

Complete the following.

- 10. Write a short story in first person about a classroom.



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

Paragraph 1

My nickname is Sandrita. It means little Sandra. My parents call me that because I am short. It's a cute nickname. I like it most days. Some days, I wish it were something else. My friends call me DJ Valentine because I love music. I can't sing, though. I just play it loudly. Almost everyone has a nickname. Even the state of Oklahoma has the nickname Sooner State.



1. What is the point of view in paragraph 1?
 - A first person
 - B third person
 - C Oklahoma's
 - D my parents'

Paragraph 2

The dance they are doing is called the square dance. They dance in a square. The girls wear big dresses. The boys wear cowboy boots. Maria and Pablo love to square dance. Her skirt is a whirling flower as Pablo spins Maria around. They learned the Oklahoma folk dance of square dancing when they were both eight years old. Their moms put them in classes. Pablo loves to hear the fiddle player play the music while they do the square dance.

2. What is the point of view in paragraph 2?
 - A Maria's
 - B Pablo's
 - C first person
 - D third person

Read the selections. Then answer the questions that follow.

Paragraph 3

My rock is the prettiest. It looks like a rose, but it is really a rock. I took it for



show and tell. My class loved it. They said it was so pretty and unusual. Mr. Rogers liked it, too. After I talked about my rock, Mr. Rogers told us it was the Oklahoma state rock, the barite rose rock. I did not even know that. It makes it even more special to me now. I wonder how many more barite rose rocks I could add to my collection.

3. What is the point of view in paragraph 3?
- A Mr. Roger's
 - B my class's
 - C first person
 - D third person

Paragraph 4

Every spring, my nose begins to itch. My eyes start to water, and I know why. It happens to some of my friends, too. I do not like the feeling. I sneeze all the time. I take an allergy pill daily, but it does not always help. My doctor says it is the redbud trees that trigger my allergies. Oklahoma's state tree is not kind to me. I must stay away if I want to breathe better.

4. What is the point of view in paragraph 4?
- A my doctor's
 - B my allergies'
 - C first person
 - D third person

Read the selections. Then answer the questions that follow.

Paragraph 5

Aunt Becky and Uncle Rob shop for pine branches during the holidays. Aunt Becky adds the branches to her holiday table setting. The smell of pine fills the air in their house.



5. What is the point of view in paragraph 5?
- A first person
 - B third person
 - C Aunt Becky's
 - D Uncle Rob's

Paragraph 6

Green and white are Oklahoma's state colors. They stand for the colors of the mistletoe. It has green leaves. It also has white berries. Green and white are the perfect colors to represent Oklahoma.

6. What is the point of view in paragraph 6?
- A Oklahoma's
 - B first person
 - C third person
 - D the colors'

Read the selections. Then answer the questions that follow.



Paragraph 7

Grandpa Mills loves to play the fiddle. We gather around the front porch on Thursday nights. Grandpa sits on the front porch swing. Mama claps along, and I sit back and listen. Grandpa Mills is a master at playing the fiddle. He loves Oklahoma's state instrument. He has taught my six older cousins how to play. One day, he will teach me. I want to be great like him.

7. What is the point of view of paragraph 7?
- A Grandpa Mills's
 - B first person
 - C Grandma Mills's
 - D third person

Paragraph 8

The sun rises early in the morning. I have my denim overalls on, along with my favorite fishing cap. I wait as Dad packs the truck for us to go fishing at Guthrie Lake. He takes so long. I ask him to please hurry up. He turns around and gives me a huge smile. He knows I am ready to catch a great white bass. Dad tells me the story of catching fish when he was my age. The great white bass is Oklahoma's state fish.

8. What is the point of view of paragraph 8?
- A Dad's
 - B third person
 - C Grandpa's
 - D first person

Read the selections. Then answer the questions that follow.

Paragraph 9

Indian blankets are not blankets. Indian blankets are Oklahoma's state wildflower. They are colorful and look like the sun. They are in the sunflower family. They are small and bloom from spring until fall. There is a Native American legend that tells how they came to be. It has been told for many years.



9. What is the point of view of paragraph 9?

- A Indian blanket's
- B third person
- C first person
- D Native American's

Read the selections. Then answer the question that follows.

Paragraph 10

Bison are huge animals that can weigh over two thousand pounds. They are big and brown. Some are six feet tall. They have big, thick fur coats. They roam the land and eat mostly grass. Some buffalo live in wildlife refuges. They are well protected there. They are safe. There are no wolves there to put the bison in danger. Bison like to travel in herds and be social. Female bison usually lead the way. Bison are Oklahoma’s state animal.



10. Rewrite the above paragraph in first person.

Read the selection. Then answer the questions that follow.

A Big Gift from France



New York Harbor is home to America’s largest statue, The Statue of Liberty. The generous people of France gave the Statue of Liberty to the United States. They wanted to give America an amazing gift that would show the world they were thankful for the friendship between them. They hoped it would last for hundreds of years. The statue is 151 feet from its base to the top. The statue is a woman holding a tablet in her left hand close to her body. In her right hand, she raises a torch high in the air. The torch represents “the light cast by rays of liberty.” She wears a crown and a gown. Her body has 354 steps inside. They lead to the observation area where people can see the harbor. Forty people can stand inside the head of the statue at once.

1. “A Big Gift from France” was written in what point of view?
 - A the French’s
 - B first person
 - C third person
 - D the statue’s

2. What was the author’s purpose for writing “A Big Gift from France”?
 - A to inform
 - B to persuade
 - C to entertain
 - D to give directions

Answer the following questions.

3. All the following should be included in a summary of this story except:
 - A The Statue of Liberty, which is in New York Harbor, is the largest statue in the United States.
 - B You must take a ferry over to the New York Harbor to see The Statue of Liberty.
 - C It was a present from the people of France to the people of the United States.
 - D The purpose of their gift was to promote friendly feelings between the two countries.

4. What genre is “A Big Gift from France”?
 - A autobiography
 - B drama
 - C lyric poetry
 - D informational text

5. What detail from the story best supports the idea that the statue is the largest in the United States?
 - A The statue is 151 feet from its base to the top.
 - B The torch represents “the light cast by rays of liberty.”
 - C Her body contains 354 steps inside.
 - D They lead to the observation area where people can see the harbor.

Answer the following questions.

6. The word torch in the selection means a
- A bonfire.
 - B matchstick.
 - C beacon of light.
 - D fireplace.
7. By climbing the steps inside the statue, people would reach the
- A torch.
 - B tablet.
 - C base.
 - D observation area.
8. How many people can stand inside the head of the statue at once?
- A 40 people
 - B 154 people
 - C 151 people
 - D 30 people
9. Read the following.

The generous people of France gave The Statue of Liberty to the United States.

What is the meaning of the word generous?

- A giving
- B greedy
- C noisy
- D bashful

Complete the following.

- 10. Write about playing at recess from a first-person point of view.



5.4.R.2 Students will use context clues to clarify the meaning of words.

Vocabulary

context clue	the information from text that helps identify a word or word group
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Real-World Connections

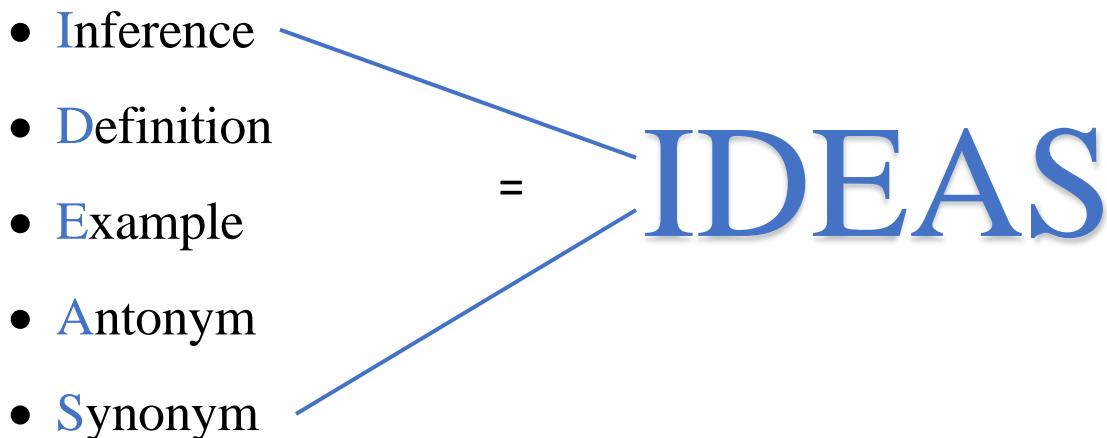
Cell phones have become essential in many respects, and a disruption in service becomes a major catastrophe. At this point, what is the one receiving a call to do as the caller's voice on the



other end in mid-sentence fades? There are only two choices: say, either "Please repeat that," or make a wild guess at what was missed and go on with the conversation. If the listener was paying close attention to the conversation, the wild guess may be successful with clues from the previous sentences. The key to that listener's success is the same as the student reader who comes upon an unknown word in a selection.

Likewise, this is the same thing most readers' eyes do when a reader comes to an unfamiliar word in a text. The choice is between stopping the flow of the story to look up the word or using clues from the rest of the text to give a reasonable meaning. Knowing how to use clues to give meaning to an unfamiliar word helps a student read through a selection faster and understand its meaning better.

Readers improve and increase their vocabulary by using **context clues**, or the information around the unfamiliar word, to help decode the word or word group. There are five main types of context clues. They are:



Context Clues

There are different types of context clues.

I	Inference - the meaning is not given so you must use text clues	Kanesha is a scrupulous student. If you want something done with perfection, ask Kaneshha for help.
D	Definition - the meaning of the word is explained in the sentence	Kanesha is a scrupulous student. She uses diligence and care in everything she does.
E	Example - an example of the word is in the sentence or nearby sentence	Kanesha is a scrupulous student. She always makes 100% on all her projects.
A	Antonym - a word with an opposite meaning is used in the sentence or nearby sentences	Kanesha is a scrupulous student. She needs to learn how to let loose and not be uptight about her school assignments.
S	Synonym - words with similar meanings are used in or near the sentence	Kanesha is such a scrupulous, perfect, and meticulous student.

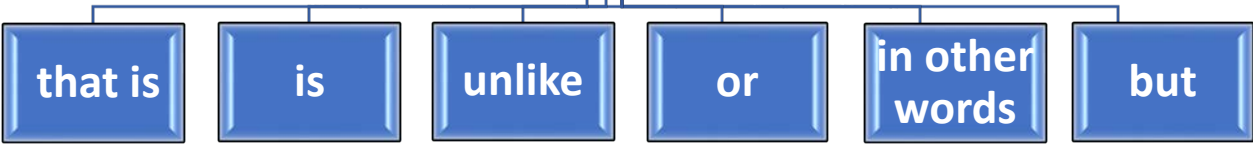
Strong readers will always read the sentences surrounding the unknown word to look for clues.

Words to Help Recognize Context Clues

Words of Comparison



Words of Contrast



Other Words and Phrases



Try It:

Answer the following questions.

1. Read the following.

My illness was so acute that the doctor put me in the hospital.

Use the context clue(s) to decode the underlined word in the above sentence to mean

- A dull.
 - B minor.
 - C serious.
 - D sensitive.
2. Read the following.

That play was the funniest the drama class has ever performed.

Select the type of context clue that would most likely help determine the correct meaning of play in the sentence.

- A antonym
 - B inference
 - C definition
 - D example
3. Read the following.

My parents try to tolerate my sister's music because they believe in allowing others to have choices different from their own.

A reader would most likely determine the meaning of tolerate as it is used in the above sentence by which context clue?

- A example
- B definition
- C inference
- D synonym

Answer the following questions.

- 4. Write a sentence using the word fussy. Give enough context clue(s) for a reader to know the definition of fussy as used within the sentence.

- 5. Write a sentence using the word protagonist. Give enough context clue(s) for a reader to know the definition of protagonist as used within the sentence.

Read the selection. Then answer the questions that follow.

adaptation of **Hunting in Many Lands:**
The Book of the Boone and Crockett Club

by Theodore Roosevelt and George Bird Grinnell (editors)

- 1 The day was gray and overcast. There were slight flurries of snow. The cold wind chilled us as it blew across the endless span of sand-colored prairie. Behind us loomed the mountain Sentinel Butte. The ranch wagon jolted over the uneven patch of grass and plunged in and out of the dry river bottoms. We were following no road, but merely striking northward across the prairie toward the P. K. Ranch. We went at a good pace, for the afternoon was bleak. The wagon was lightly loaded, and the Sheriff, who was also our teamster and cook, kept the two skinny, wild-looking horses trotting steadily. Lambert and I rode to one side on our cow ponies, our rifles slung across the saddle bows.
- 2 Our stock of fresh meat was getting low, and we were anxious to shoot something, but we saw no game, or animals for hunting. The drought had been very severe, and we were far from the river, so we saw no horned stock.
- 3 The gray clouds piled up in the west, and the afternoon began to darken. Just after passing Sentinel Butte, we struck a rough prairie road.

- 4 Immediately, after striking this road, we discovered a young antelope standing off a couple of hundred yards to one side. He was gazing at the wagon with curiosity. This animal often conquers its wariness and shyness with the advantage its marvelous vision gives. Lambert and I leaped off our horses, and I knelt and pulled the trigger, but the cartridge snapped.



The little buck, wheeling around, cantered off, the white hairs on its rump all erect, as is always the case with a buck. We ran after it as hard as we could up the hill, into a slight valley, and then up another. Again, we got a glimpse of it standing, but this time it was further off than before, and again our shots went wild.

- 5 However, the antelope changed its racing gallop to a canter while still in sight. Going slower and slower, and what was rather curious, it did not seem much frightened. We were naturally a good deal embarrassed at our shootings, and we wished to retrieve ourselves. We ran back to the wagon, got our horses, and rode after the buck. He had continued his flight in a straight line, slowing his pace. After a mile's brisk gallop enabled us to catch a glimpse of him, far ahead and walking. The wind was bad, and we decided to sweep off and try to circle around ahead of him on our horses.
- 6 We judged the distance well, for we saw the antelope stopping to graze. Drawing back, we ran along some little distance nearer. He was only about 125 yards off, and this time there was no excuse for my failing to get him. But fail I did, and away the buck raced again, with both of us shooting. My first two shots were misses. My last shot was taken just as the antelope reached the edge of the broken country, in which he would be safe.



**Theodore Roosevelt “on the round-up in 1885.”
Photograph by Truman Ward Ingersoll (1862-1922)**

Answer the following questions.

1. In paragraph 1, a reader most likely decodes the word bleak by using a(n)
 - A synonym.
 - B inference.
 - C definition.
 - D example.

2. In paragraph 1, the word pace most likely means
 - A steps in a pattern.
 - B a jump motion.
 - C change in direction.
 - D at a consistent speed.

3. In paragraph 1, the definition of the word jolted is most likely decoded by using
 - A an inference.
 - B an example.
 - C an antonym.
 - D a synonym.

4. In paragraph 2, the word game most likely means
 - A a complete episode or period.
 - B a form of play.
 - C wild animals hunted for food.
 - D eager or willing.

5. In paragraph 5, a reader most likely decodes the word canter with a(n)
 - A example.
 - B synonym.
 - C definition.
 - D antonym.

Answer the following questions.

6. In paragraph 4, the reader decodes wariness by using a(n)

- A inference.
- B synonym.
- C antonym.
- D definition.

7. In paragraph 5, the word glimpse most likely means

- A a sense of tension.
- B staring at something.
- C a quick view.
- D not attracting attention.

8. In paragraph 5, the word brisk most likely means

- A fast.
- B slow.
- C unsteady.
- D sleepy.

9. All the following are types of context clues except:

- A synonyms.
- B antonyms.
- C homographs.
- D definitions.

10. Explain how using inferences can help readers determine the meaning of unknown words.

Read the following. Then answer the questions that follow.

Mount Rushmore: A Legacy

1 Mount Rushmore is a large granite mountain in the Black Hills region of South Dakota. It has stood the test of time for over eight decades. Its weathered faces are former United States presidents George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln. This serves as a reminder of the lasting legacy of these men and their impact on American history. The sun begins to set and casts a warm glow over the monument. A lone figure approaches from the distance, his worn boots crunching against the gravel path. He pauses for a moment. Then he looks at the familiar silhouettes carved into the mountain's face, before continuing onward. The air is thick with anticipation and a sense of history about to be made.



2 The figure finally reaches the base of the mountain and looks up, his eyes meeting those of the former presidents. In his hand, he holds a small worn toolbox. With a deep breath, he opens it, revealing a selection of chisels and hammers. His fingers tremble slightly as he reaches for a chisel, etched with the initials "AER." He hesitates for a moment then gazes up at the face of the mountain once more. He then brings the chisel down, striking the granite with a resounding crack. A cloud of dust billows up around him, obscuring his view for a moment. When it clears, a new name has been added to the mountain: Eleanor Roosevelt.

3 The crowd that has gathered around him erupts into applause. They cheer and chant her name. For years, women's rights activists had asked for a woman to join the ranks of Mount Rushmore. Today their wish has been granted. As the applause dies down, the figure steps back, his eyes filled with pride and satisfaction. He knew that he would never live up to Eleanor Roosevelt's legacy. He hoped that in some small way, he had helped to carry on her work.

4 The sun dips lower in the sky, painting the mountains in hues of red and orange. The stonework of Mount Rushmore glows warmly, reflecting the light like a beacon of hope. The figure turns to address the crowd, his voice steady and resolute. "Today, we honor not only Eleanor Roosevelt but all the women who came before her and fought for equality. The road ahead may be long and difficult, but, together, we will continue to fight for a better future."



Answer the following questions.

1. In paragraph 1, the word silhouettes most likely means
 - A something hard to see.
 - B a shadow motion.
 - C a part of a window.
 - D an outline of a face.

2. In paragraph 1, the word anticipation most likely means
 - A doubt.
 - B expectation.
 - C ignorance.
 - D thoughtlessness.

3. In paragraph 2, the word obscuring is followed by the context clue of a(n)
 - A synonym.
 - B antonym.
 - C inference.
 - D example.

4. In paragraph 2, the word resounding means
 - A a loud sound that echoes.
 - B a small sound that echoes.
 - C a soft noise.
 - D a sound that is gentle.

Answer the following questions.

5. Choose the context clue that best helps a reader determine what erupts means in paragraph 3.
- A ... the crowd that has gathered...
 - B ... a new name has been added...
 - C ... they cheer and chant...
 - D ... he would never live up...
6. In paragraph 3, the word satisfaction most likely means
- A an unpleasant feeling.
 - B a pleasant feeling.
 - C an angry feeling.
 - D a sad feeling.
7. In paragraph 3, the word legacy means
- A an outdated computer model.
 - B a new idea to try.
 - C things that cannot change.
 - D things of influence from the past.
8. In paragraph 4, choose the type of context clue to help the reader decode the word resolute.
- A synonym
 - B antonym
 - C example
 - D definition

Independent Practice (5.4.R.2)

Name: _____

Answer the following questions.

9. Choose the context clue that best helps the reader decode the word hues in paragraph 4.

- A ... the sun dips lower...
- B ... painting the mountains...
- C ... reflecting the light...
- D ... his voice steady...

10. In paragraph 4, the word beacon most likely means

- A a light that is dimmed.
- B a feeling of distress.
- C a source of inspiration.
- D a breakfast food.

Answer the following questions.

1. A book about the life of Eleanor Roosevelt, written by Eleanor Roosevelt, belongs to which genre?
 - A biography
 - B autobiography
 - C poetry
 - D historical fiction

2. Read the following.

The parade was postponed, but the rest of the activities went on as scheduled.

What is the function of the coordinating conjunction used in the above sentence?

- A indicates additional information
- B gives a choice
- C shows a cause-and-effect
- D shows a contrast

3. Read the following.

My plants were crying for attention.

What type of literary device is used in the above sentence?

- A simile
 - B metaphor
 - C personification
 - D onomatopoeia
4. A student reading a science textbook wants to know the definition of refraction; which of the following resources should be used?
 - A dictionary
 - B glossary
 - C thesaurus
 - D encyclopedia

Answer the following question.

5. Read the following.

One of the greatest athletes was born in Oklahoma. Jim Thorpe began his career playing baseball for the New York Giants, Cincinnati Reds, and Boston Braves. After playing baseball, Thorpe began playing pro football for the Canton Bulldogs. He is credited for leading the Bulldogs to three championships. Thorpe was also a track and field star, boxer, hockey player, and lacrosse player. He also participated in the 1912 Olympics, and although he won several medals, he had to return them because he had earned money playing minor-league baseball three years before the Olympics. Years after his death, his name was reentered as a co-winner of the 1912 Olympics, and he was recognized as the century's greatest athlete.

Select the best summary of the above selection.

- A One of the greatest athletes was born in Oklahoma. Jim Thorpe began his career playing baseball for the New York Giants, Cincinnati Reds, and Boston Braves. After playing baseball, Thorpe began playing pro football for the Canton Bulldogs. He is credited for leading the Bulldogs to three championships. Thorpe was also a track and field star, boxer, hockey player, and lacrosse player. He also participated in the 1912 Olympics, and although he won several medals, he had to return them because he had earned money playing minor-league baseball three years before the Olympics. Years after his death, his name was reentered as a co-winner of the 1912 Olympics, and he was recognized as the century's greatest athlete.
- B Jim Thorpe was one of the greatest athletes and was born in Oklahoma. He played baseball and football. He is buried in Pennsylvania.
- C Jim Thorpe, an amazing sports figure, was a native of Oklahoma. He was known for his years playing baseball, where he played for the New York Giants, Cincinnati Reds, and Boston Braves. Thorpe also played pro football and helped the Canton Bulldogs win three titles. Thorpe was not only a great baseball and football player, but he also played hockey and lacrosse, as well as being a boxer and a track and field athlete. In 1912, Thorpe won gold medals in the Olympics, but because he had been paid to play minor league baseball before, the medals had to be returned. However, his name did reappear as a co-winner, but not until after he had passed away. He also became known as the greatest athlete of the century.
- D Oklahoma-born, Jim Thorpe is still one of the greatest athletes ever. He played sports in school and as an adult. He was a 1912 Olympic co-winner who suffered a medal dispute but was recognized as the greatest athlete of the century.

Answer the following questions.

6. Read the following.

You must have your parents' consent in order to go on the field trip.

Select the best synonym for the word consent as used in the above sentence.

- A permission
- B disapproval
- C refusal
- D objection

7. Read the following.

We have watched the movie ten times.

What verb tense is used in the above sentence?

- A past perfect
- B past tense
- C present perfect
- D present tense

8. Read the following.

Kyle stood by Andrea's wheelchair. He wanted to help her through the door, but he knew her independent nature. Andrea's blue eyes snapped with fire. She was bound and determined to show her brother she could take care of herself. Tomorrow she would sail through the day without any mishaps.

What point of view is the above paragraph?

- A third-person limited
- B third-person omniscient
- C first person
- D second person

9. Explain the literary device of idiom.

Read the following. Then answer the question that follows.

Scene I. Scrooge in His Shop

The play begins amid a swirl of street life in Victorian London. Happy groups pass; brightly costumed carolers and families call out to one another and sing “Joy to the World” softly as the children talk. Bob Cratchit, a clerk who works in Scrooge’s office, comes in. He takes some coal from the mound and puts it into a small bucket. Scrooge’s nephew Fred enters, talks with the children, gives them coins, and sends them away with a “Merry Christmas.”

FRED: A Merry Christmas, Uncle! God save you!

SCROOGE: Bah! Humbug!

FRED: Christmas is a humbug, Uncle? I hope that’s meant as a joke.

SCROOGE: Well, it’s not. Come, what is it you want? Don’t waste all day, Nephew.

FRED: I only want to wish you a Merry Christmas, Uncle. Don’t be cross.

SCROOGE: What else can I be when I live in such a world of fools as this? Merry Christmas! Out with Merry Christmas! What’s Christmas to you but a time for paying bills without money; a time for finding yourself a year older but not an hour richer. If I could work my will, every idiot who goes about with “Merry Christmas” on his lips should be boiled with his own pudding and buried with a stake of holly through his heart.



10. The reader recognizes the genre of the above selection as
- A poetry.
 - B drama.
 - C fiction.
 - D informational.

8.3.R.5 Students will identify literary elements and devices that impact a text’s theme, mood, and tone.

Vocabulary

mood	the feeling a reader develops by the author’s atmosphere or emotion in a text
theme	a universal truth, lesson, or central message explored in a story
tone	the writer’s attitude toward a subject, character, or audience expressed through word choice and literary elements

Real-World Connections

All too often someone claims to be in a mood; some moods are great because they are good, happy, or one of many positive words. However, some people experience negative moods of sadness, unhappiness, or grief.

Readers find themselves experiencing moods from clues in stories authored by gifted writers. Writers create these emotions in readers by literary elements, such as the setting of text, characterization, diction, and syntax. The writer creates the **tone** which then impacts the reader's **mood**. In this lesson students will explore how literary elements and devices impact the theme, mood, and tone of diverse texts.

Tone refers to the author’s attitude toward the subject and/or the reader as expressed in the choice of words and details.

Tone = Them

Mood refers to the reader’s feelings and attitude toward the story and/or the author.

Mood = Me



Theme is the universal message or lesson in a text. Theme requires that students read “between the lines.” This means that theme is not directly stated but must be understood as an abstract ideal. Authors use literary elements and devices to communicate the theme of their stories, but they rarely state the theme directly.

TONE	MOOD
The writer’s attitude toward the reader and the subject.	The feeling a reader develops from the author’s tone.

POSITIVE WORDS	
admiring	humorous
amused	inspired
appreciative	imaginative
awestruck	loving
brave	lively
bold	mature
complimentary	playful
calm	proud
cheerful	poignant
confident	polite
courageous	respectful
excited	romantic
encouraging	resourceful
entertained	soothing
energetic	sympathetic
friendly	thankful
flattering	vivacious
happy	welcoming
hopeful	zany



NEUTRAL WORDS	
composed	serious
confident	safe
factual	social
formal	singular
forthright	reflective
humble	relevant
impartial	rhetorical
indifferent	routine
informative	rustic
observant	tangible
objective	teachable
patient	useable
passive	unemotional
placid	urban
proper	useable
perceptive	winding
persuasive	widespread
pragmatic	various
questioning	variable

NEGATIVE WORDS	
accusing	judging
angry	melancholy
aggressive	mischievous
boring	mournful
bland	mocking
brash	negative
critical	needy
cynical	patronizing
doubtful	pompous
deadening	petty
disgusting	pessimistic
embarrassed	regretful
eerie	raging
frightful	sad
frigid	solemn
hopeless	scornful
haughty	teasing
ironic	tense
irreverent	upset



Lesson

Name: _____

From the writer’s **tone**, whether from literary elements, literary devices, syntax, or diction, the effect on readers is the **mood** invoked. Moods are in degrees of positive, negative, or neutral. They can go from jubilant to depressed, as the author directs. Tone and mood can change as quickly as the author’s pen moves across the paper.

Try It

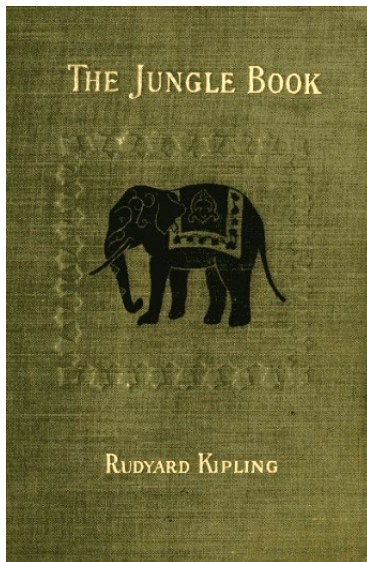
The following are brief introductions to authentic literature. Using the previous page's tone and mood word lists, identify the author’s tone and its effect on the reader’s mood.



- A. Once upon a midnight dreary, while I pondered,
weak and weary,
Over many a quaint and curious volume
of forgotten lore –
While I nodded, nearly napping, suddenly there came
a tapping,” ...
– Edgar Allan Poe, “The Raven”

- 1. List the descriptive words in the poem: _____

- 2. What tone do these words suggest? _____
- 3. What mood is created for the reader based on the author’s tone? _____



- B. “It was seven o’clock on a very warm evening in the Seeonee hills when Father Wolf woke up from his day’s rest, scratched himself, yawned, and spread out his paws one after the other to get rid of the sleepy feelings in their tips. Mother Wolf lay with her big gray nose dropped across her four tumbling, squealing cubs, and the moon shone into the mouth of the cave where they all lived. ‘Augrh’ said Father Wolf. ‘It is time to hunt again.’ He was going to spring down hill when a little shadow with a brushy tail crossed the threshold and whined: ‘Good luck go with you. O Chief of the Wolves. And good luck and strong white teeth go with noble children that they may never forget the hungry in this world.’” – Rudyard Kipling, *The Jungle Book*

- 4. List the descriptive words in the excerpt: _____

- 5. What tone do these words suggest? _____
- 6. What mood is created for the reader based on the author’s tone? _____

Try It

Now that we have begun exploring tone, mood, and theme, let’s continue to discern how authors use literary elements and devices to build these three elements. One way to find the literary elements that impact tone, mood, and theme is to use the following graphic organizer and the acronym S.W.I.F.T. A few answers have been initiated for you:

Literary Elements and Devices	Evidence from the Text
S: Structure (stanzas, rhyme, compare/contrast, cause/effect, descriptive, sequential)	Poem with rhyme scheme, repetition, and stanzas.
W: Word Choice (Diction: choice of words that are clear, descriptive, and effective)	<u>positive:</u> <u>negative:</u>
I: Imagery (How are the five senses - sight, hearing, taste, touch, smell - used?)	
F: Figurative Language (metaphor, simile, personification, hyperbole)	The first stanza is personifying trouble as someone the narrator is facing.
T: Tone and Mood (What tone is apparent, and what mood is created?)	<u>tone:</u> <u>mood:</u>

“See It Through”
by Edgar Albert Guest

When you’re up against a trouble,
 Meet it squarely, face to face;
 Lift your chin and set your shoulders,
 Plant your feet and take a brace.
 When it’s vain to try to dodge it,
 Do the best that you can do;
 You may fail, but you may conquer,
 See it through!

Black may be the clouds about you
 And your future may seem grim,
 But don’t let your nerve desert you;
 Keep yourself in fighting trim.
 If the worst is bound to happen,
 Spite of all that you can do,
 Running from it will not save you,
 See it through!

Even hope may seem but futile,
 When with troubles you’re beset,
 But remember you are facing
 Just what other men have met.
 You may fail, but fall still fighting;
 Don’t give up, whate’er you do;
 Eyes front, head high to the finish.
 See it through!

7. After reading the poem, completing the chart, and discussing with the class, what is the **theme** of this poem? _____

Read the following, complete the graphic organizer that follows, and answer the questions.

“The Monkey’s Paw”

an excerpt by W.W. Jacobs

Without, the night was cold and wet, but in the small parlour of Laburnam Villa the blinds were drawn and the fire burned brightly. Father and son were at chess, the former, who possessed ideas about the game involving radical changes, putting his king into such sharp and unnecessary perils that it even provoked comment from the white-haired old lady knitting placidly by the fire.

“Hark at the wind,” said Mr. White, who, having seen a fatal mistake after it was too late, was amiably desirous of preventing his son from seeing it.

“I’m listening,” said the latter, grimly surveying the board as he stretched out his hand. “Check.”

“I should hardly think that he’d come to-night,” said his father, with his hand poised over the board.

“Mate,” replied the son.

“That’s the worst of living so far out,” bawled Mr. White, with sudden and unlooked-for violence; “of all the beastly, slushy, out-of-the-way places to live in, this is the worst. Pathway’s a bog, and the road’s a torrent. I don’t know what people are thinking about. I suppose because only two houses in the road are let, they think it doesn’t matter.”

“Never mind, dear,” said his wife, soothingly; “perhaps you’ll win the next one.”

Mr. White looked up sharply, just in time to intercept a knowing glance between mother and son. The words died away on his lips, and he hid a guilty grin in his thin grey beard.

“There he is,” said Herbert White, as the gate banged to loudly and heavy footsteps came toward the door.

The old man rose with hospitable haste, and opening the door, was heard condoling with the new arrival. The new arrival also consoled with himself, so that Mrs. White said, “Tut, tut!” and coughed gently as her husband entered the room, followed by a tall, burly man, beady of eye and rubicund of visage.

“Sergeant-Major Morris,” he said, introducing him.

The sergeant-major shook hands, and taking the proffered seat by the fire, watched contentedly while his host got out whiskey and tumblers and stood a small copper kettle on the fire.

At the third glass his eyes got brighter, and he began to talk, the little family circle regarding with eager interest this visitor from distant parts, as he squared his broad shoulders in the chair and spoke of wild scenes and doughty deeds; of wars and plagues and strange peoples.

“Twenty-one years of it,” said Mr. White, nodding at his wife and son. “When he went away he was a slip of a youth in the warehouse. Now look at him.”

“He don’t look to have taken much harm,” said Mrs. White, politely.

“I’d like to go to India myself,” said the old man, “just to look round a bit, you know.”

“Better where you are,” said the sergeant-major, shaking his head. He put down the empty glass, and sighing softly, shook it again.

“I should like to see those old temples and fakirs and jugglers,” said the old man. “What was that you started telling me the other day about a monkey’s paw or something, Morris?”

“Nothing,” said the soldier, hastily. “Leastways nothing worth hearing.”

“Monkey’s paw?” said Mrs. White, curiously.

“Well, it’s just a bit of what you might call magic, perhaps,” said the sergeant-major, offhandedly.

His three listeners leaned forward eagerly. The visitor absent-mindedly put his empty glass to his lips and then set it down again. His host filled it for him.

“To look at,” said the sergeant-major, fumbling in his pocket, “it’s just an ordinary little paw, dried to a mummy.”

He took something out of his pocket and proffered it. Mrs. White drew back with a grimace, but her son, taking it, examined it curiously.

“And what is there special about it?” inquired Mr. White as he took it from his son, and having examined it, placed it upon the table.

“It had a spell put on it by an old fakir,” said the sergeant-major, “a very holy man. He wanted to show that fate ruled people’s lives, and that those who interfered with it did so to their sorrow. He put a spell on it so that three separate men could each have three wishes from it.”

His manner was so impressive that his hearers were conscious that their light laughter jarred somewhat.

“Well, why don’t you have three, sir?” said Herbert White, cleverly.

The soldier regarded him in the way that middle age is wont to regard presumptuous youth. “I have,” he said, quietly, and his blotchy face whitened.

“And did you really have the three wishes granted?” asked Mrs. White.

“I did,” said the sergeant-major, and his glass tapped against his strong teeth.

“And has anybody else wished?” persisted the old lady.

“The first man had his three wishes. Yes,” was the reply; “I don’t know what the first two were, but the third was for death. That’s how I got the paw.”

His tones were so grave that a hush fell upon the group.

“If you’ve had your three wishes, it’s no good to you now, then, Morris,” said the old man at last. “What do you keep it for?”

The soldier shook his head. “Fancy, I suppose,” he said, slowly. “I did have some idea of selling it, but I don’t think I will. It has caused enough mischief already. Besides, people won’t buy. They think it’s a fairy tale; some of them, and those who do think anything of it want to try it first and pay me afterward.”

“If you could have another three wishes,” said the old man, eyeing him keenly, “would you have them?”

“I don’t know,” said the other. “I don’t know.”

He took the paw, and dangling it between his forefinger and thumb, suddenly threw it upon the fire. White, with a slight cry, stooped down and snatched it off.

“Better let it burn,” said the soldier, solemnly.

“If you don’t want it, Morris,” said the other, “give it to me.”

“I won’t,” said his friend, doggedly. “I threw it on the fire. If you keep it, don’t blame me for what happens. Pitch it on the fire again like a sensible man.”

The other shook his head and examined his new possession closely. “How do you do it?” he inquired.

“Hold it up in your right hand and wish aloud,” said the sergeant-major, “but I warn you of the consequences.”

Literary Elements and Devices	Evidence from “The Monkey’s Paw”
<p>S: Structure (stanzas, rhyme, compare/contrast, cause/effect, descriptive, sequential)</p>	
<p>W: Word Choice (Diction: choice of words that are clear, descriptive, and effective)</p>	<p><u>positive:</u></p> <p><u>negative:</u></p>
<p>I: Imagery (How are the five senses - sight, hearing, taste, touch, smell - used?)</p>	
<p>F: Figurative Language (metaphor, simile, personification, hyperbole)</p>	
<p>T: Tone and Mood (What tone is apparent, and what mood is created?)</p>	<p><u>tone:</u></p> <p><u>mood:</u></p>

Answer the following questions.

1. After reading the poem, completing the chart, and discussing with the class, what is the **theme** of this excerpt?

2. The author’s tone in “The Monkey’s Paw” is
 - A ominous.
 - B sincere.
 - C sarcastic.
 - D secretive.
3. At the end of this excerpt, the reader’s mood is
 - A nostalgic.
 - B naïve.
 - C negative.
 - D foreboding.
4. Which words below helped the author create the tone?
 - A brightly, hospitable, contentedly
 - B curiously, laughter, wishes
 - C death, consequences, mischief
 - D fairytale, sorrow, laughter
5. What is the most likely reason a writer uses tone?
 - A to show the setting of a story
 - B to add current events relevant to the story
 - C to help readers relate and engage with the story
 - D to add length to the characterization in a story
6. Read the sentence.

“Pathway’s a bog, and the road’s a torrent.”

How does this metaphor contribute to the mood of the excerpt?

- A it creates a neutral, placid setting
- B it creates a negative, violent setting
- C it creates a positive, enlightened setting
- D this metaphor does not contribute to the mood

7. When does a reader rely on the author's tone?
- A for the entirety of the text
 - B as the story begins
 - C as the climax of the story
 - D at the end of the story
8. An author may use all the following tools to develop a theme except
- A structure of text and diction
 - B literary elements and devices
 - C mood and tone
 - D author's statement on the story.

9. Read the following.

He (Major-Morris) took the paw, and dangling it between his forefinger and thumb, suddenly threw it upon the fire. White, with a slight cry, stooped down and snatched it off.

- What does this show about the difference in how the two men view the monkey's paw?
- A Major-Morris wants to be rid of the paw, and Mr. White is intrigued by the paw.
 - B Major-Morris wants to view the paw clearly, and Mr. White is intrigued by the paw.
 - C Major-Morris wants to display the paw, and Mr. White does not want to see the paw.
 - D It shows that the paw repulses both men.
10. How does the answer to question 9 affect the mood of the reader?
- A It changes the mood from foreboding to clarity as the reader predicts the ending.
 - B It increases the mood of foreboding but directs that feeling primarily to Mr. White.
 - C It changes the mood to excited expectation as the reader waits to see what will befall Mr. White.
 - D It changes the mood to contented because the reader sees that Mr. White will now have the paw in his possession.

Essential Question: Explain the effect of mood on a reader’s understanding of a story.



Independent Practice (8.3.R.5)

Read the selection below. Then answer the questions that follow.

The Star-Spangled Banner

by Francis Scott Key

- 1 Oh say can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming,
Whose broad stripes and bright stars, thro' the perilous fight,
O'er the ramparts we watched were so gallantly streaming.
And the rockets' red glare, the bombs bursting in air,
Gave proof thro' the night that our flag was still there.

Chorus:

Oh, say does that star-spangled banner yet wave
O'er the land of the free, and the home of the brave?

- 2 On the shore dimly seen thro' the mists of the deep,
Where the foes haughty host in dread silence reposes,
What is that which the breeze o'er the towering steep
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam
In full glory reflected now shines on the stream.

Chorus :

'Tis the star-spangled banner; oh, long may it wave,
O'er the land of the free and the home of the brave.



Francis Scott Key

3 And where is that band, who so vauntingly swore,
 That the havoc of war and the battle's confusion,
 A home and a country should leave us no more?
 Their blood had washed out their foul footsteps' pollution.
 No refuge could save the hireling and slave
 From the terror of flight or the gloom of the grave:

Chorus:

And the star-spangled banner in triumph doth wave
O'er the land of the free and the home of the brave.

4 Oh thus be it ever when free men shall stand
 Between their loved home and wild war's desolation;
 Blest with vict'ry and peace, may the heav'n rescued land
 Praise the Power that hath made and preserved us a nation!
 Then conquer we must when our cause it is just,
 And this be our motto, "In God is our trust".

Chorus:

And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave.

Independent Practice (8.3.R.5)

Name: _____

Answer the following questions.

1. How is tone established in this text?
 - A by the author
 - B by the narrator
 - C by the antagonist
 - D by the protagonist

2. The reader would most likely describe the mood of the first stanza as
 - A gloomy.
 - B sullen.
 - C joyous.
 - D hopeful.

3. How does the mood correspond to the tone of a text?
 - A They are opposites of each other in relationship.
 - B They are unrelated to each other in correspondence.
 - C The age of the reader determines the relationship.
 - D The tone activates a corresponding mood in the text.

4. How does a reader locate the theme of a story?
 - A A reader determines the theme by the first topic sentence.
 - B A reader must look for tone, mood, diction, and literary elements.
 - C The reader finds the protagonist's goal and the antagonist's actions.
 - D The reader uses the title to determine the theme.

5. What is the mood of the second stanza?
 - A dismay
 - B scorn
 - C relief
 - D sorry

Independent Practice (8.3.R.5)

Name: _____

Answer the following questions.

6. What is the tone of the third stanza?
 - A proud
 - B sad
 - C malicious
 - D scholarly

7. What line did the author use in stanza 4 that affects the theme of the text?
 - A “Oh thus be it ever when free men shall stand”
 - B “Between their loved home and wild war’s desolution”
 - C “Blest with vict’ry and peace, may the heav’n rescued land”
 - D “Then conquer we must when our cause it is just”

8. How often does a reader expect the tone of a selection to change?
 - A A reader knows there is a maximum of two changes.
 - B As often as the author desires to change the tone.
 - C The reader knows the tone changes with each new event.
 - D The reader knows there is a maximum of six changes.

9. In stanza 4, the main idea is
 - A he star-spangled banner would become the new flag.
 - B the freemen will always win a battle for freedom.
 - C he power to gain freedom from England.
 - D England’s soldiers could not overcome.

10. What is the theme of “The Star-Spangled Banner”?

Answer the following questions.

1. How does a reader determine the events to include in a summary of a nonfiction text?
 - A All events are in a summary of a nonfiction text.
 - B All events that demonstrate the text's tone are in the summary.
 - C Any event that will create a positive mood is included in the summary.
 - D Any major event that supports the main idea is included in the summary.

2. When a book of historical facts has added fictional conversations, the book is considered to be in the
 - A genre of nonfiction history.
 - B genre of historical fiction.
 - C genre of fiction.
 - D genre of legend.

3. In the middle of a conversation between characters in a story, one character remembers a similarity to a previous situation the author shares with the reader is a
 - A foreshadow.
 - B flashback.
 - C analogy.
 - D tone.

4. Read the following.

Sam's constant forced chuckles were signals that he expected laughter from his audience.

In the above sentence, the author adds to the text with which literary element?

- A characterization
- B plot
- C internal conflict
- D point of view

Answer the following questions.

5. Read the following.

The surfers were excited when the sun smiled down on them.

What literary device is employed in the above sentence?

- A metaphor
 - B analogy
 - C personification
 - D imagery
6. The writer chose to use a third-person omniscient point of view, which would allow the reader to know
- A the thoughts and emotions of the narrator.
 - B the thoughts and emotions of the antagonist.
 - C the thoughts and emotions of the protagonist.
 - D the thoughts and emotions of all characters.

7. Read the following.

He said that he was a good cook, but when the dish should have been cooked, he did not know how to turn on the oven.

In the above scene, the author has shown

- A flashback.
 - B some ethos.
 - C situational irony.
 - D foreshadowing.
8. An antonym for global is
- A local.
 - B universal.
 - C worldly
 - D widespread

Answer the following questions.

9. Read the following.

The bear ran toward the man, but he grabbed the fish, and he tossed it behind the bear.

Select the sentence structure of the above sentence.

- A simple
- B compound
- C complex
- D compound complex

10. Read the following.

Why do they always put _____ books in my locker?

Select the word to complete the above sentence.

- A their
- B there
- C them
- D this