Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Unit 3 Test Study Guide

**Make a flip sheet for the terms and definitions:**

|  |  |
| --- | --- |
| Tone | The author’s **attitude**, stated or implied, toward a subject. Some possible attitudes are pessimism, optimism, earnestness, seriousness, bitterness, solemn, tense, sarcastic, enthusiastic, fearful, hostile, and joyful. An author’s tone can be revealed through choice of words and details. |
| Mood | The **feeling** the reader gets from a literary work. The choice of setting, objects, details, images, and words all contribute toward creating a specific mood. For example, an author may create a mood of mystery around a character or setting but may treat that character or setting in an ironic, serious, or humorous way. |

Practice **IDENTIFYING TONE & MOOD**

For each example identify the tone, what context clues are used to convey the tone, and the overall mood of the sentence.

1. Bouncing into the room, she lit up the vicinity with a joyous glow on her face as she told about her fiancé and their wedding plans.

Tone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Context Clues\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mood\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. She huddled in the corner, clutching her tattered blanket and shaking convulsively, as she feverishly searched the room for the unknown dangers that awaited her.

Tone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Context Clues\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mood\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Bursting through the door, the flustered mother screamed uncontrollably at the innocent teacher who gave her child an F.

Tone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Context Clues\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mood\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Gently smiling, the mother tenderly tucked the covers up around the child’s neck, and carefully, quietly, left the room making sure to leave a comforting ray of light shining through the opened door should the child wake.

Tone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Context Clues\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mood\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The laughing wind skipped through the village, teasing trees until they danced with anger and cajoling the grass into fighting itself, blade slapping blade, as the silly dog with goofball eyes and flopping, slobbery tongue bounded across the lawn.

Tone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Context Clues \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Point of View**

In literature and storytelling, a **point of view** is the related experience of the narrator—not that of the author. Authors rarely, in fiction and non-fiction, insert or inject their own voice. Texts encourage the reader to identify with the narrator, not with the author. Literary narration can occur from the first-person, second person, or third-person point of view.

**Add the four types of point of view to your flip sheet.**

|  |  |
| --- | --- |
| **Point of View** | **Descriptions** |
| **First Person** | In the first person point of view, a character in the story does the narration. A first-person narrator may be a major character and is often the protagonist (main character, good guy). **Signal words: I, we, us, our** |
| **Second Person** | Second person is making the reader part of the story. Rarely used.  **Signal word: You** |
| **Third Person Limited** | Third person point of view occurs when the narrator does not take part in the story. Limited third person narrator only focuses on one character’s thoughts and feelings.  **Signal words: He, she, they** |
| **Third Person**  **Omniscient** | Third person point of view occurs when the narrator does not take part in the story. Omniscient third person narrator knows the thoughts and feelings of all characters. (“Omni-” means “all”)  **Signal words: He, she, they** |

Practice identifying Point of View. Read the book excerpts, identify the point of view on the line, and then give textual evidence to support your choice.

1. The Wizard of Oz by L Frank Baum

The Scarecrow found a tree full of nuts and filled Dorothy’s basket with them, so that she would not be hungry for a long time. She thought this was very kind and thoughtful of the Scarecrow, but she laughed heartily at the awkward way in which the poor creature picked up the nuts. His padded hands were so clumsy that he dropped almost as many as he put in the basket. But the Scarecrow did not mind how long it took him to fill the basket, for it enabled him to keep away from the fire, as he feared a spark might get into his straw and burn him up (49).

Point of View: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What textual evidence did you use to identify the point of view: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Ask a Ninja Presents: The Ninja Handbook by the International Order of Ninjas

Remember, any tool that you can use against an enemy may also be used against you. Therefore it is highly recommended that you build a course with your clan to practice keeping your wits about you when something is trying to set you off course. Ninjas train on special courses that really mess with their perception of space, but that doesn’t mean you can’t make your own mini gauntlet to increase your skills in your own backyard (78).

Point of View: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What textual evidence did you use to identify the point of view: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Holes by Louis Sachar

The next morning Mr. Sir marched the boys to another section of the lake, and each boy dug his own hole, five feet deep and five feet wide. Stanley was glad to be away from the big hole. At least now he knew just how much he had to dig for the day. And it was a relief not to have other shovels swinging past his face, or the Warden hanging around (80).

Point of View: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What textual evidence did you use to identify the point of view: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. The Zombie Survival Guide by Max Brooks

Travelling light is essential to your journey. Before packing anything, ask yourself, “Do I really need this?” Once you’ve compiled your gear, go down the list and ask that question again. Of course, traveling light does not mean just holstering a .45, grabbing some beef jerky and a water bottle, and heading down the road. Equipment will be vital, more so than in any other scenario where you are holed up in a place—a prison, a school, your own home—where supplies are in abundance. The equipment you take with you may be all you have (101).

Point of View: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What textual evidence did you use to identify the point of view: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. The Magic Finger by Roald Dahl

The farm next to ours is owned by Mr. and Mrs. Gregg. The Greggs have two children, both of them boys. Their names are Philip and William. Sometimes I go over to their farm to play with them. I am a girl and I am eight years old. Philip is also eight years old. Last week something very funny happened. I am going to tell you about it as best as I can (1).

Point of View: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What textual evidence did you use to identify the point of view: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Someone to Love Me by Anne Schraff

Lorraine, Cindy’s mother, came out of her bedroom carrying a small mirror. She peered at her reflection as she walked, carefully examining the lipstick she had just put on. “Stop whinin’ baby. Just straighten things up before you leave for school. I’m late for work.” “I’m not going to school today,” Cindy declared. She waited to see if her mother would get angry and insist that she go. Cindy was a freshman at Bluford High, and even though it was only October, she had already missed several days of school (1)

Point of View: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What textual evidence did you use to identify the point of view: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Practice Identifying Text Structure**

**Directions:** Read the passages, and determine what type of text structure is used. Write the answer on the line.

|  |
| --- |
| **Description Sequence/Chronological Cause and Effect Problem and Solution Compare and Contrast** |

**1.Binders**

It is important to have organized binders. First, buy dividers. You must have dividers. Preferably with pockets, so you don't need folders. They're not expensive, depending on how many you buy. They usually come in packs of 5 and 8. And get dividers with pockets. Second, clearly label each divider with whatever subject/class you want. It's helpful to have the dividers in order of your classes. i.e. If math is your first class, then your first divider would be math. Finally, keep lined paper, your pencil bag, and your planner/agenda at the front of your binder, because these are important materials that you use most often. Keep your schedule in a page protector at the front, or slip it in the clear front of your binder.

**Text Structure \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**2.** **Are Charter Schools Harder Schools?**

These days, students and their caretakers have more choices when it comes to selecting a public school. In addition to the traditional neighborhood schools, Charter schools have popped up in major cities across the country. Both charter schools and neighborhood schools fill traditional roles like providing instruction, serving lunch and other meals, and administering the state tests. But charter schools and neighborhood schools differ in many important ways. One key difference is the amount of time students spend in school. In Chicago, students who attend neighborhood schools do so for around 180 days in a year, and each day is slightly over six hours long. On the contrary, students who attend charter schools do so for around 200 days in a year, and most charter school days are over eight hours long. While both neighborhood and charter schools provide free public education to students meeting enrollment criteria, students who attend charter schools spend much more time in class.

**Text Structure \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**3. Trashed**

The hallways in middle schools are being destroyed. For example, looking down the hall at the end of the school day you would see balled up pieces of paper, broken pencils, and scuffed floors. Many lockers are damaged from students banging into them, and others are covered in writing with paper darting out the sides. After the last student leaves there is a lingering smell of body odor and beef.

**Text Structure \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**4. Have a Great Day**

There is more than one way to have a successful school day, but a great way is to be well prepared. The first thing you should do is complete your homework the night before. Don’t try to do your work in the morning, it will be too stressful and you may not have enough time. Next, you need to go to bed at a reasonable time. If you stay up too late, you will not be able to focus on assignments or instruction as well and you may even fall asleep during class. Lastly, you should wake up early. This will give you time to get ready and feel good about yourself, and you’ll also be able to get something to eat before the day begins. So remember, one way to have a successful school day is to do your homework the night before, go to bed early, and wake up early. Have a great day.

**Text Structure \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**5. Attendance**

Having good attendance is important because attendance determines the school’s funding. Some students have poor attendance, and the school has tried many ways of addressing this: teachers have talked to parents on the phone and the school has mailed letters. Yet, some students still maintain poor attendance. Next, the staff will attempt to schedule parent/teacher/administrator conferences with students who are habitually absent. Hopefully, this will help more students get to school every day.

**Text Structure \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Teacher Key ~ Unit 3 Test Study Guide

**Make a flip sheet for the terms and definitions:**

|  |  |
| --- | --- |
| Tone | The author’s **attitude**, stated or implied, toward a subject. Some possible attitudes are pessimism, optimism, earnestness, seriousness, bitterness, solemn, tense, sarcastic, enthusiastic, fearful, hostile, and joyful. An author’s tone can be revealed through choice of words and details. |
| Mood | The **feeling** the reader gets from a literary work. The choice of setting, objects, details, images, and words all contribute toward creating a specific mood. For example, an author may create a mood of mystery around a character or setting but may treat that character or setting in an ironic, serious, or humorous. |

Practice **IDENTIFYING TONE & MOOD**

For each example identify the tone, what context clues are used to convey the tone, and the overall mood of the sentence.

1. Bouncing into the room, she lit up the vicinity with a joyous glow on her face as she told about her fiancé and their wedding plans.

Tone\_\_\_\_\_\_\_exciting\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Context Clues\_\_\_\_\_lit up, bouncing, joyous\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mood\_\_\_\_happy\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. She huddled in the corner, clutching her tattered blanket and shaking convulsively, as she feverishly searched the room for the unknown dangers that awaited her.

Tone\_\_\_fearful\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Context Clues\_\_\_\_\_ huddled, clutching, shaky \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mood\_\_\_\_scared\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Bursting through the door, the flustered mother screamed uncontrollably at the innocent teacher who gave her child an F.

Tone\_\_\_\_\_\_\_hostile\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Context Clues\_\_\_\_flustered screamed uncontrollably\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mood\_\_\_\_\_\_\_\_\_\_\_\_anger\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Gently smiling, the mother tenderly tucked the covers up around the child’s neck, and carefully, quietly, left the room making sure to leave a comforting ray of light shining through the opened door should the child wake.

Tone\_\_\_\_\_calm\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Context Clues\_\_\_\_\_\_smiling tenderly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mood\_\_\_\_\_safe, protected\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The laughing wind skipped through the village, teasing trees until they danced with anger and cajoling the grass into fighting itself, blade slapping blade, as the silly dog with goofball eyes and flopping, slobbery tongue bounded across the lawn.

Tone \_\_\_\_\_\_\_silly\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Context Clues \_\_\_\_\_\_laughing teased goofball\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mood \_\_\_playful , funny\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Point of View**

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Practice identifying Point of View. Read the book excerpts, identify the point of view on the line, and then give textual evidence to support your choice.

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The Scarecrow found a tree full of nuts and filled Dorothy’s basket with them, so that she would not be hungry for a long time. She thought this was very kind and thoughtful of the Scarecrow, but she laughed heartily at the awkward way in which the poor creature picked up the nuts. His padded hands were so clumsy that he dropped almost as many as he put in the basket. But the Scarecrow did not mind how long it took him to fill the basket, for it enabled him to keep away from the fire, as he feared a spark might get into his straw and burn him up (49).

Point of View: \_\_\_3rd- person omniscient\_\_\_\_\_\_\_\_\_\_\_

What textual evidence did you use to identify the point of view: \_\_\_\_she his, thoughts of both Dorothy and Scarecrow\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Ask a Ninja Presents: The Ninja Handbook by the International Order of Ninjas

Remember, any tool that you can use against an enemy may also be used against you. Therefore it is highly recommended that you build a course with your clan to practice keeping your wits about you when something is trying to set you off course. Ninjas train on special courses that really mess with their perception of space, but that doesn’t mean you can’t make your own mini gauntlet to increase your skills in your own backyard (78).

Point of View: \_\_\_2nd\_person\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What textual evidence did you use to identify the point of view: \_\_\_\_\_you\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Holes by Louis Sachar

The next morning Mr. Sir marched the boys to another section of the lake, and each boy dug his own hole, five feet deep and five feet wide. Stanley was glad to be away from the big hole. At least now he knew just how much he had to dig for the day. And it was a relief not to have other shovels swinging past his face, or the Warden hanging around (80).

Point of View: \_\_\_3rd person limited\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What textual evidence did you use to identify the point of view: \_\_\_He\_\_\_\_\_\_\_\_Only know Stanley’s thoughts\_\_\_\_\_\_\_\_

4. The Zombie Survival Guide by Max Brooks

Travelling light is essential to your journey. Before packing anything, ask yourself, “Do I really need this?” Once you’ve compiled your gear, go down the list and ask that question again. Of course, traveling light does not mean just holstering a .45, grabbing some beef jerky and a water bottle, and heading down the road. Equipment will be vital, more so than in any other scenario where you are holed up in a place—a prison, a school, your own home—where supplies are in abundance. The equipment you take with you may be all you have (101).

Point of View: \_\_\_2nd\_person\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What textual evidence did you use to identify the point of view: \_\_\_\_\_\_\_\_\_\_you\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. The Magic Finger by Roald Dahl

The farm next to ours is owned by Mr. and Mrs. Gregg. The Greggs have two children, both of them boys. Their names are Philip and William. Sometimes I go over to their farm to play with them. I am a girl and I am eight years old. Philip is also eight years old. Last week something very funny happened. I am going to tell you about it as best as I can (1).

Point of View: \_\_\_\_\_\_\_1st\_person\_\_\_\_\_\_\_\_\_\_\_

What textual evidence did you use to identify the point of view: \_\_\_\_\_\_I\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

16. Someone to Love Me by Anne Schraff

Lorraine, Cindy’s mother, came out of her bedroom carrying a small mirror. She peered at her reflection as she walked, carefully examining the lipstick she had just put on. “Stop whinin’ baby. Just straighten things up before you leave for school. I’m late for work.” “I’m not going to school today,” Cindy declared. She waited to see if her mother would get angry and insist that she go. Cindy was a freshman at Bluford High, and even though it was only October, she had already missed several days of school (1)

Point of View: \_\_\_\_\_\_\_\_3rd person limited\_\_\_\_\_\_\_\_\_\_\_

What textual evidence did you use to identify the point of view:

\_She, \_\_\_\_Only know Cindy’s thoughts\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Understand Bias**

|  |  |
| --- | --- |
| Bias | is an opinion or point of view influenced by experience. |

**Pick one of the two paragraphs below and explain the bias.**

1. Bill is assigned by his editor to determine what most Americans think about a new law that will place a federal tax on all modems and computers purchased. The revenues from the tax will be used to enforce new online decency laws. Bill, being technically inclined, decides to use an email poll. In his poll, 95% of those surveyed opposed the tax. Bill was quite surprised when 65% of all Americans voted for the taxes.
2. The United Pacifists (against war and violence) of America decide to run a poll to determine what Americans think about guns and gun control. Jane is assigned the task of setting up the study. To save mailing costs, she includes the survey form in the group's newsletter mailing. She is very pleased to find out that 95% of those surveyed favor gun control laws and she tells her friends that the vast majority of Americans favor gun control laws.

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

**Practice Identifying Text Structure**

**Directions:** Read the passages and determine what type of text structure. Write the answer on the line.

|  |
| --- |
| **Description Sequence/Chronological Cause and Effect Problem and Solution Compare and Contrast** |

1. **Binders**

It is important to have organized binders. First, buy dividers. You must have dividers. Preferably with pockets, so you don't need folders. They're not expensive, depending on how many you buy. They usually come in packs of 5 and 8. And get dividers with pockets. Second, clearly label each divider with whatever subject/class you want. It's helpful to have the dividers in order of your classes. i.e. If math is your first class, then your first divider would be math. Finally, keep lined paper, your pencil bag, and your planner/agenda at the front of your binder, because these are important materials that you use most often. Keep your schedule in a page protector at the front, or slip it in the clear front of your binder.

**Text Structure** Sequence/Chronological

**2.** **Are Charter Schools Harder Schools?**

These days, students and their caretakers have more choices when it comes to selecting a public school. In addition to the traditional neighborhood schools, Charter schools have popped up in major cities across the country. Both charter schools and neighborhood schools fill traditional roles like providing instruction, serving lunch and other meals, and administering the state tests. But charter schools and neighborhood schools differ in many important ways. One key difference is the amount of time students spend in school. In Chicago, students who attend neighborhood schools do so for around 180 days in a year, and each day is slightly over six hours long. On the contrary, students who attend charter schools do so for around 200 days in a year, and most charter school days are over eight hours long. While both neighborhood and charter schools provide free public education to students meeting enrollment criteria, students who attend charter schools spend much more time in class.

**Text Structure** Compare and Contrast **\_**

**3. Trashed**

The hallways in middle schools are being destroyed. For example, looking down the hall at the end of the school day you would see balled up pieces of paper, broken pencils, and scuffed floors. Many lockers are damaged from students banging into them, and others are covered in writing with paper darting out the sides. After the last student leaves there is a lingering smell of body odor and beef.

**Text Structure** Description

**4. Have a Great Day**

There is more than one way to have a successful school day, but a great way is to be well prepared. The first thing you should do is complete your homework the night before. Don’t try to do your work in the morning, it will be too stressful and you may not have enough time. Next, you need to go to bed at a reasonable time. If you stay up too late, you will not be able to focus on assignments or instruction as well and you may even fall asleep during class. Lastly, you should wake up early. This will give you time to get ready and feel good about yourself, and you’ll also be able to get something to eat before the day begins. So remember, one way to have a successful school day is to do your homework the night before, go to bed early, and wake up early. Have a great day.

**Text Structure** Cause and Effect

**5. Attendance**

Having good attendance is important because attendance determines the school’s funding. Some students have poor attendance, and the school has tried many ways of addressing this: teachers have talked to parents on the phone and the school has mailed letters. Yet, some students still maintain poor attendance. Next, the staff will attempt to schedule parent/teacher/administrator conferences with students who are habitually absent. Hopefully, this will help more students get to school every day.

**Text Structure** Problem and Solution