

Name \_\_\_\_\_

FLPS

Bob Cats & Lions Language Arts Study Guide 2020-2021

## The Parts of Realistic Fiction

**Realistic fiction** has characters, settings, and events that are true to life. A writer usually expresses his or her viewpoint about those characters, settings, and events with literal and figurative language, sensory details, and their own thoughts and feelings.

### Student Model

#### Off to School by Shantay

Evan watched as Luba kicked yellow leaves as she walked to school. The sun showed through thin ribbons of clouds. In her heavy jacket and gloves, she hummed as she stopped to adjust her backpack. He and Luba were in the same math class.

An Einstein in the making, he thought. "Are you ready for the math test?" he asked.

"Sure!" she exclaimed glancing at him. "Are you as ready for the test as you are the weather?" Luba felt pity for Evan. He didn't have his coat and had forgotten his books. Shivering, Evan caught up with her.

His stomach felt queasy. "Wish I could be so confident," he said. Then he started to run, and in his orange sweatshirt he looked like a robin that would rather head south.

**Introduce the characters and setting.** The beginning of the story should give the reader background for the story. Make the characters and setting realistic.

**Develop the problem and conflict.** Tell about the events in the order they happened. Show how the characters deal with the conflict.

**Provide details.** Include sensory details, concrete language, and dialogue to make the event seem real.

**Resolve the conflict.** Show the resolution in your ending.

1. Underline details that develop the setting.
2. In which paragraph are the characters introduced? Put a box around their names.
3. Put a star in front of the sentence that reveals the problem.
4. In your own words, summarize the difference between how Luba and Evan feel about the math test.

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### Writer's Grammar

A compound subject is two or more subjects with the same predicate. A compound predicate is two or more predicates with the same subject. Find an example of each in the Student Model above.

Name \_\_\_\_\_

Evaluating  
the Student  
Model

## Evaluate Realistic Fiction

- A. Two students were asked to write a realistic fiction story. The stories were to be set in a real place that they know, such as their school or a place in their town. The story below got a score of 4. When using a 4-point rubric, a score of 4 means "excellent." Read the story and the teacher comments that go with it. Find out why this story is a success.

## Student Model

Scream's Bus Ride  
by Kelly

The door opened and Jan got on the school bus.

Good! This crisp beginning introduces characters and setting.

"What do you have in that cage, Jan?" asked Mr. Sams.

"A harmless lizard for science class," replied Jan holding a cage containing a green lizard with bulging red eyes. "His name is Scream, which is what Mom did when she first saw him," added Jim. Her brother had given her Scream for her birthday a couple years ago when the lizard was less fierce looking.

The dialogue holds the reader's attention and moves the story along.

"Leave that cage here," ordered Mr. Sams, "I don't need a tiny dinosaur running loose!" Jan put the lizard down beside the driver's seat and sat in the empty first seat.

Nice use of figurative language.

The bus squeaked and rocked up and down the residential streets picking up more students. Everyone ignored Scream. The bus was almost full when Lydia, whose temperament was a lot like Jan's mother, got on. Lydia saw the lizard when she was right beside him. She screamed and jumped up and down. As Mr. Sams stood to reprimand her, Jan grabbed her and shoved her toward the back of the bus. Then she went forward to check on Scream, whose cage was dented.

Good details! I can really see the bus.

The events are in logical order and Lydia presents a problem we were just waiting for. Also, your viewpoint is clear: you and others like Scream, but Lydia doesn't.

"Lydia, I had Jan leave this cage up front beside me so the lizard wouldn't get out, and you almost set it loose," scoffed Mr. Sams.

When the bus arrived at school, Jan got off first so Lydia wouldn't be afraid. But Mr. Sams warned her that if Scream would be a passenger on the way home, he expected her to behave properly.

The solution is also clear.

Later, Jan heard that Lydia had called to ask if her mother could pick her up.

Interesting ending. It tells a lot about Lydia without saying it directly.

**B. This paragraph got a score of 2. Why did it get a low score?**

### Student Model

#### The City Custard Stand by Leon

A frozen custard stand downtown is so good that Ed and Mike think it is better than the mall ice cream store. Ed and Mike like the yummy chocolate and vanilla custard, especially with some of the several sauces and toppings. They go there often.

The first time Mike and Ed went to the custard stand, they took the wrong bus and were lost for hours. They wandered all over until they found it near the courthouse. At this stand, customers can eat outside when the weather is nice. Therefore, Ed can take his dog along when his mom can drive them. Mike and Ed like the custard stand better than the mall store even though the mall has a zillion flavors.

The last time they went they had to take the bus because Ed's mom was busy. Ed likes cones but Mike likes sundaes. Mike's sister says the mall store has more flavors but she like the custard stand better.

On Friday evening, Mike's mom and dad went to the mall for an ice cream cone instead of the custard stand. Mike's dad said, "This is real ice cream! I can get any flavor I want."

Good! Your beginning introduces characters and setting.

This could be a really good story. Try making your viewpoint and the problem clearer.

Try adding some dialogue to enhance your characters.

Good! An expressive comparison.

This is a good ending. It just needs more support. Try adding a strong problem above.

**C. What score would you give the student's story? Put a number on each line.**

	4	3	2	1
<b>Voice</b> _____	<input type="checkbox"/> The viewpoint is clear. The writer uses creative and original phrases and expressions.	<input type="checkbox"/> The viewpoint is somewhat clear. The writer uses some original phrases and expressions.	<input type="checkbox"/> The writer's viewpoint is not very clear.	<input type="checkbox"/> The writer seems uninterested in what he or she is writing about.
<b>Organization/ Paragraphs</b> _____	<input type="checkbox"/> The narrative has a clear, well-ordered beginning, middle, and ending, with related ideas grouped in paragraphs.	<input type="checkbox"/> The ideas and details are mostly presented in logical order. The writer usually groups related ideas in paragraphs.	<input type="checkbox"/> The organization is not clear in some places.	<input type="checkbox"/> The paper has little or no organization.
<b>Word Choice</b> _____	<input type="checkbox"/> The writer uses colorful words, and the writing is descriptive.	<input type="checkbox"/> The writer uses some colorful words and phrases.	<input type="checkbox"/> The writer does not use many colorful words or phrases.	<input type="checkbox"/> There are very few details and very little description.

Name \_\_\_\_\_

Extended  
Writing/  
Test Prep

## Extended Writing/Test Prep

On the last two pages of this lesson, you will use what you have learned about tone and viewpoint, literal and figurative language, and expressing feelings to write a longer written work.

A. Read the three choices below. Put a star by the writing activity you would like to do.

1. Respond to a Writing Prompt

Writing Situation: Everyone has looked at a picture and wondered what the story behind it is.

Directions for Writing: Think about a picture you saw, or find one to look at. Imagine the story behind the picture. Now write a story about the scene and the people in the picture. Use literal and figurative language and express your feelings to develop a strong viewpoint.

2. Choose one of the pieces of writing you started in this unit:

- a descriptive paragraph (page 10)
- a descriptive essay (page 16)
- a personal narrative (page 22)

Expand your beginning into a complete piece of writing. Use what you have learned about tone and viewpoint, literal and figurative language, expressing feelings, and story elements.

3. Choose a topic you would like to write about. You may write a descriptive essay, a personal narrative, or a realistic fiction story. Use literal and figurative language and express your feelings to help your writing come alive.

B. Use the space below and on the next page to plan your writing.

TOPIC: \_\_\_\_\_

WRITING FORM: \_\_\_\_\_

HOW WILL I ORGANIZE MY WRITING: \_\_\_\_\_

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Name \_\_\_\_\_

- C.** In the space below, draw a graphic organizer that will help you plan your writing. Fill in the graphic organizer. Write additional notes on the lines below.

**Notes**

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- D.** Do your writing on another sheet of paper.