

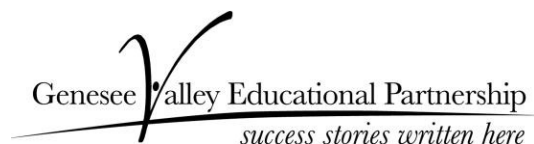


**Reading for Fun
and Understanding**

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National PASS Center

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Literature

Words to know:

- ✓ fiction
- ✓ non-fiction
- ✓ plot
- ✓ dialogue
- ✓ genre
- ✓ theme
- ✓ moral

There are two main types of literature: ***fiction*** and ***non-fiction***. *Fiction* is made-up stories that come from that author's imagination. Examples of fictional literature are novels, fairy tales, comic books, etc. *Non-fiction* literature is stories based on real people or events and factual information. Examples of non-fiction literature are text books, newspapers, instructional manuals, biographies, etc. Reading fiction is often done for enjoyment and relaxation, while reading non-fiction is done to gain information.

Non-fiction

Let's explore some non-fiction. You will read a news article from a newspaper. News articles give information about events that are happening in a town, state, country, or the world. A news article just tells the facts and does not give an opinion. In every article, you can find the answers to the 5 Ws + H questions:

Who? What? When? Where? Why? How?

Example: *On June 9 in Little Rock, Arkansas, a tornado hit some mobile homes at the edge of the city. The homes were damaged by the strong winds. Many people are now without electricity.*

Who? The people of Little Rock, Arkansas
What? Many people have lost electricity.
When? June 9
Where? Little Rock, Arkansas
Why? Strong winds from a tornado damaged homes.
How? A tornado passed through the edge of the city.

Think of an event that happened in the past few days. It can be in your town, state, in the United States, or in another country. Write a sentence or two about it, answering the 5 Ws + H questions.

Who? _____

What? _____

When? _____

Where? _____

Why? _____

How? _____

Now, use the vocabulary to help read the news article that follows. Then answer the questions that follow.

Vocabulary

Here are some words you will find in the article you are about to read.

Word/Term	Definition
ban	a law that makes something illegal
eateries	restaurants
strict	having very definite rules that must always be followed
“frowned upon”	not accepted by people
exposure	how often something is around for people to see
perceive	see; observe; come to understand
tracked	studied; followed
hodge-podge	a mixture with no structure
restricting	limiting the amount something is done or used
designated	chosen; pointed out
factor	a cause or reason why something happened

Newspaper Article

STUDY: SMOKING BANS IN EATERIES INFLUENCE TEENS

Steve LeBlanc, *The Associated Press*

BOSTON – A Massachusetts study suggests that restaurant smoking bans may play a big role in persuading teens not to become smokers.

Youths who lived in towns with strict bans were 40 percent less likely to become regular smokers than those in communities with no bans or weak ones, the researchers reported in the May 2012 issue of the *Archives of Pediatrics and Adolescent Medicine*.

The findings back up the idea that smoking bans discourage tobacco use in teens by sending the message that smoking is frowned upon in the community, as well as simply by reducing their exposure to smokers in public places, said Dr. Michael Siegel of Boston University School of Public Health, the study's lead author.

"When kids grow up in an environment where they don't see smoking, they are going to think it's not socially acceptable (most people don't like it)," he said. "If they perceive a lot of other people are smoking, they think it's the norm."

Siegel and his colleagues (people he works with) tracked 2,791 children between ages 12 and 17 who lived throughout Massachusetts. There were no statewide restrictions when the

study began in 2001, but about 100 cities and towns had enacted (made a law) a hodge-podge of laws restricting smoking in workplaces, bars, or restaurants.

The teens were followed for four years to see how many tried smoking and how many eventually became smokers. Overall, about 9 percent became smokers—defined as smoking more than 100 cigarettes.

In towns without bans or where smoking was restricted to a designated area, that rate was nearly 10 percent. But in places with tough bans prohibiting smoking in restaurants, just under 8 percent of the teens became smokers.

The study found that having a smoker as a parent or a close friend was a factor in predicting whether children experiment with cigarettes.

But strong bans had a bigger influence on whether smoking grew into a habit, reducing their chances of becoming smokers by 40 percent.

"There is really no other smoking intervention program that could cut almost in half the rate of smoking," Siegel said.

1. Fill in the **5 Ws + H** using the information you just read.

Who?	
What?	
When?	
Where?	
Why?	
How?	

Match the different numbers with their meaning and importance in the article.

- | | | | |
|-------|----------|----|--|
| ___2. | 40% | a. | ages of children studied |
| ___3. | 2,791 | b. | percent of children who became smokers when there were strict bans |
| ___4. | 12 to 17 | c. | number of children tracked |
| ___5. | 9% | d. | percent of children who became smokers when there were no bans, or smoking was permitted in some areas |
| ___6. | 10% | e. | reduced chance of becoming a smoker when there were strict bans in place |
| ___7. | 8% | f. | overall average of children who became smokers |

8. According to the article, what is one reason why children begin to smoke?

9. How do smoking bans keep children from becoming smokers?

10. Why is this article non-fiction?

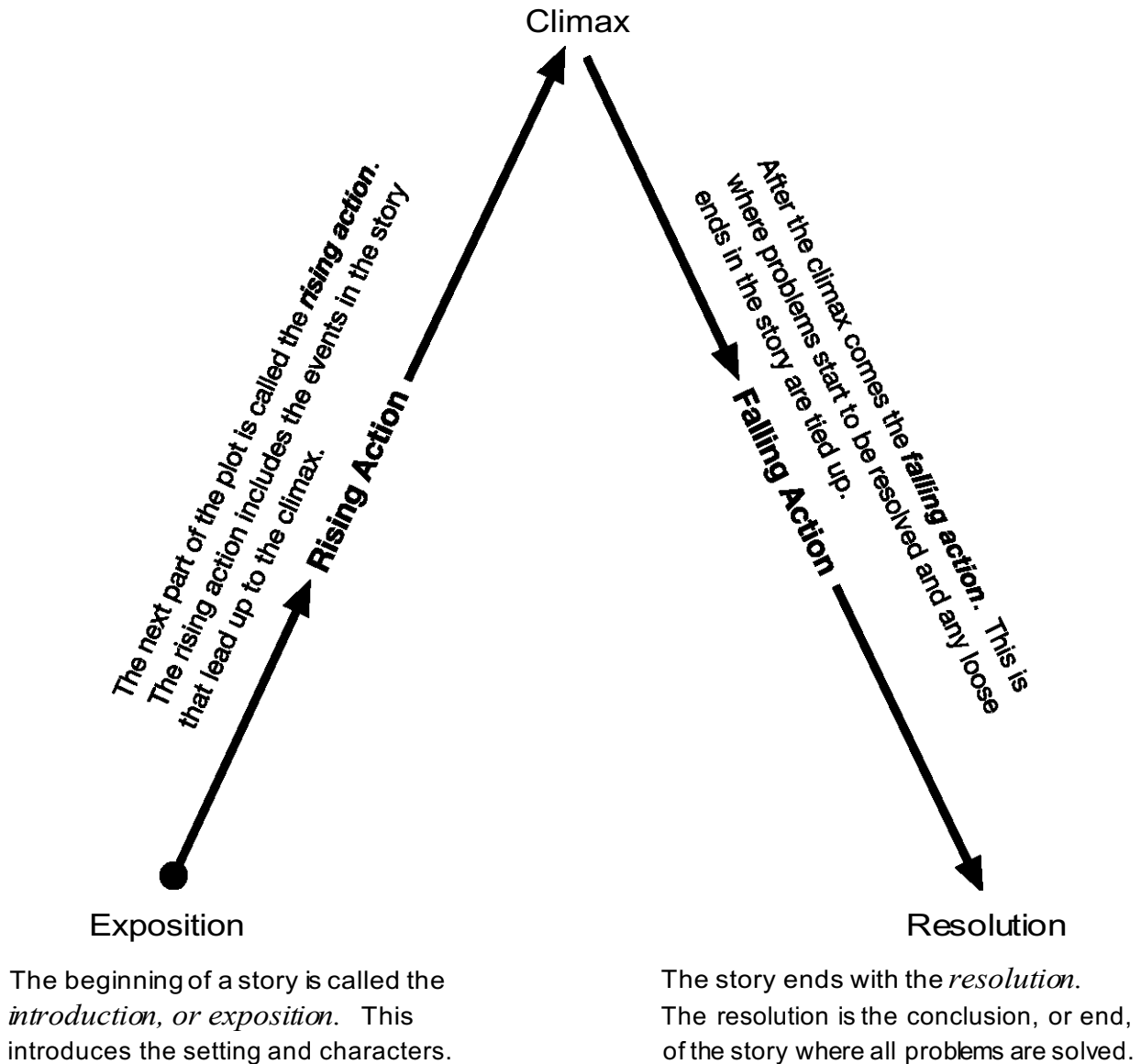
Fiction

Now, let's explore some fiction. Remember, **fiction** is a type of literature that is based on made-up people or events. Sometimes the entire story is made up, or *fictional*, and sometimes parts of the story are based on real life people or events.

- **The Plot** of a story is the main story line, or what events happen in the story. There are many parts that help to build the plot. Let's take a look at these parts:
- The **setting** is *where* and *when* the story takes place.
- The **characters** are the people, animals, or ideas in the story.
- **Conflicts** are problems that characters face. These problems can be characters against themselves, characters against each other, characters against outside forces (weather), or characters against things that are not easily explained (ghosts, evil, etc.).

The chart on the next page describes other elements of *plot*.

The *climax* of the story is usually the turning point of the story. It is usually somewhere in the middle of the story, where the conflict starts to be resolved.



Something commonly found in fiction is **dialogue**. *Dialogue* is a conversation between two or more people. Having dialogue in a story helps to make the story more interesting, as well as helps the reader to get to know the characters more in-depth. There are always quotation marks (“ ”) around dialogue.

There are many different **genres**, or categories, of fiction. Some examples are mystery, historical fiction, science fiction, myths, etc. Another type of fiction is a **fable**. A *fable* is a fictitious (not true) story, which features animals, plants, inanimate (non-living) objects, or forces of nature as characters. The story’s purpose is to teach a **moral**, or lesson.

A **moral** is the lesson taught by a fable, story, or event. Sometimes it is easy to confuse a moral with a theme. A **theme** is the overall idea of a story. For example, a *theme* could be “courage” whereas a *moral* could be “treat others the way you want to be treated.”

Can you think of any fables you might have heard when you were a child? Write the fable down below. Make sure to write the moral of the story!

Let's review all of these terms!

Term	Definition
fiction	a type of literature that is based on made-up people or events
plot	main story line, or what events happen in the story
setting	<i>where</i> and when the story takes place
characters	the people, animals, or ideas in the story
conflict	problems that characters face
introduction/ exposition	the beginning of a story where setting and characters are introduced
rising action	events of a story that lead up to the climax
climax	the turning point of the story, somewhere in the middle of the story, where the conflict starts to be resolved
falling action	problems in the story begin to be resolved and any loose ends are tied up
resolution	the conclusion, or end, of the story where all problems are solved
dialogue	conversation between two or more people, shown inside quotation marks
fable	a fictitious story, which features animals, plants, inanimate (non-living) objects, or forces of nature as characters and teaches a lesson
genre	categories of literature
moral	a lesson taught by a fable, story, or event
theme	the overall idea of a lesson

Read the fable on the next page and answer the questions that follow.

THE OLD LION AND THE FOX

An old lion knew that he was too weak to hunt and catch animals. He had been a powerful hunter. No prey had ever escaped his clever traps and fierce jaws. But now, he couldn't run as fast as a deer, or climb a tree as quickly as a monkey. So he decided to make a cunning plan.

At first, the lion wandered through the forest until he found a cool, but comfortable cave in a large rock. The soft dirt on the floor of the cave made a welcome bed for him. There, he lay down, closed one eye, and waited for a small animal to come by. To encourage animals to feel safe enough to approach him, he pretended he was sick. He even moaned and groaned whenever he saw a small creature that he could eat.

Soon after, the first animal to wander by was a gentle rabbit. She was well-loved in the forest for her helpful medicines of herbs and leaves. She heard the lion's pitiful moans. Believing that she would be able to cure his sickness, she hopped into the lion's cave. Her back legs made long footprints in the soft dirt in front of the cave. As soon as she was close enough to the lion to examine him, he snatched her and ate her for his breakfast.

Not long after, a playful dog wandered by. He was always looking for a new playmate, and liked to explore new places. He also heard the lion's cries. Thinking that the lion was lonely and needed a friend, he quickly ran into the cave. The dog was about to give the lion a friendly lick on the nose, but the lion snatched him up and ate him for lunch.

Sometime later, a clever fox was exploring this part of the forest. He was an intelligent and curious creature, and always looked for answers to his many questions about the world. As he trotted towards the lion's cave, he, too, heard the mournful moans of the old lion. He stopped to listen more carefully, wondering to himself why such a powerful creature would sound so distressed. He was a little worried about the lion's health, so he called to him.

“My dear friend, how are you feeling this fine day?”

“Oh, kind fox,” answered the lion. “I am feeling very sick today. I have aches and pains all over my old body. I fear I will die soon, if I don’t get help from another caring animal.”

“Oh, my,” replied the fox. “Is there anything that I can do for you?”

“Yes, please come to my cave and bring me some food to eat.”

The fox hesitated and thought for a moment. He observed the footprints in the dirt in front of the cave, and made a decision. Finally, he trotted away from the entrance to the cave, continuing his journey through the forest. He called back to the lion.

“I’d like to come and visit you on this sunny day, but I don’t think you need my help to get food. I see many animals’ footprints going up to your cave, but I don’t see any footprints going away. You are a clever lion, but I am more clever than you!”

11. What is the lion’s problem?

12. How does he solve it?

13. What danger signs does the fox see?

14. What is the moral of this story?

Let's review the terms from this lesson. Match the term to the correct definition.

- | | |
|-------------------------------------|---|
| 15. characters | a. a type of literature that is based on made-up people or events |
| 16. climax | b. main story line, or what events happen in the story |
| 17. conflict | c. where and when the story takes place |
| 18. dialogue | d. the people, animals, or ideas in the story |
| 19. fable | e. problems that characters face |
| 20. falling action | f. the beginning of a story where setting and characters are introduced |
| 21. fiction | g. events of a story that lead up to the climax |
| 22. genre | h. the turning point of the story, somewhere in the middle of the story, where the conflict starts to be resolved |
| 23. introduction/ exposition | i. problems in the story begin to be resolved and any loose ends are tied up |
| 24. moral | j. Who, What, Where, When, Why, How |
| 25. plot | k. the conclusion, or end, of the story where all problems are solved |
| 26. resolution | l. conversation between two or more people, shown inside quotation marks |
| 27. rising action | m. a fictitious story, which features animals, plants, inanimate (non-living) objects, or forces of nature as characters and teaches a lesson |
| 28. setting | n. categories of literature |
| 29. theme | o. a lesson taught by a fable, story, or event |
| 30. 5 W's + 1 H | p. the overall idea of a lesson |

End of Lesson 5