

Quarter 3 - Final Exam Study Guide

The literary passages in the English Language Arts (ELA) test are used to identify main ideas and details, cite evidence, make inferences, determine themes, and understand vocabulary.

Key Ideas and Details

- Ideas and details tell you what the story or poem is about.
- Use these ideas and details when writing or speaking about the story or poem.
- Look for central ideas or themes as you read. Ask yourself—what is this about?
- Think about the characters, setting, and events in the story.
- Summarize the important details and ideas after you read.

Structure of the Text

- Make sure you understand the words and phrases as you read.
- Think about how specific words can help you understand the meaning or tone.
- Look at the structure of stories. Pay attention to how the parts of the text (e.g., a section, chapter, scene, or stanza) work with each other and the story or poem as a whole.
- Think about the point of view or purpose of a text.

Understanding What You Read

- Think about the story and visualize, or make a mental picture, as you read.
- Think about the message or what the writer is trying to say.

KEY TERMS

Inference: To infer means to come to a reasonable conclusion based on evidence found in the text. By contrast, an explicit idea or message is fully stated or revealed by the writer. The author tells the reader exactly what they need to know. (RL1)

Theme: The theme of a literary text is its lesson or message. For example, a story could be about two friends who like to do things together, and the theme might be the importance of friendship. (RL2)

Plot: The series of events that form a story in a specific order. (RL3)

Resolution: In most stories there is a conflict or problem. The resolution is the solution to the problem or the end of the main dramatic conflict. (RL3)

Figurative Language: To understand figurative language, you need to distinguish between literal and figurative meanings of words and phrases. Literal refers to the actual meaning of a word or phrase. For example, if someone tells you to open the door, you can open a physical door. If someone tells you to “open the door to your heart,” you are not expected to find a door in your chest. Instead, you open up your feelings and emotions. Examples of figurative language are similes and metaphors. Similes make comparisons using a linking word such as like, as, or than (her eyes shone like the stars). A metaphor makes a comparison without a linking word; instead of one thing being like another, one thing is another (her eyes were shining stars). If someone says the “sea was glass,” they are using a metaphor. The sea was calm, smooth, and clear; it was not literally glass. (RL4)

Point of View: The perspective from which a story is told. The point of view depends upon who the narrator is and how much he or she knows. The point of view could be first person (I went to the store), second person (You went to the store), or third person (He went to the store). (RL6)

Compare vs. Contrast: Though similar, comparing is analyzing two things such as characters or stories in relation to each other, while contrasting is specifically analyzing the differences between two things such as two different characters or stories. (RL7/ RL9)

Genre: A genre is a category of passages, such as fiction and nonfiction. Each genre has a particular style, form, and content. (RL9)

Summary: A summary is an overview of a text that captures the main points but does not give all of the details and does not include opinions. (RI2)

Connotative meaning: A meaning beyond the explicit meaning of a word. For example, the word childlike connotes innocence as well. Connotations are meanings inferred from certain words. (RI4)

Organization: The way in which a piece of writing is structured. Each sentence, paragraph, or chapter fits into the overall structure of a text and contributes to the development of ideas. (RI5)

Author's purpose: The author's intention for his or her piece. All passages have a purpose, whether it is to persuade, inform, explain, or entertain. (RI6)

Author's point of view: The opinion of the author. Your opinion may differ from the opinion of the author writing a passage. (RI6)

Evidence: Something that proves or demonstrates the truth of something else. Informational texts may contain evidence to prove that the information they are providing is correct. (RI8)

Fact and opinion: A fact is a statement that can be proven. An opinion is a statement that cannot be proven because it states a writer's belief or judgment about something. Deciding whether or not a statement is a fact or an opinion often comes down to a single question: "Can you prove it?" If you can prove a statement, then it is a fact. If not, it's an opinion. (RI2)

Important Tips

Use details to support ideas and to answer what you know and how you know it.

When responding to an item, try to answer the question being asked before you read the answer choices.

Try to read the questions about a literary text before you read.

Re-read a literary text as you answer the questions to gain a better understanding.

Challenge: Draw and label a plot chart in the space below.



The Moon by Emily Dickinson

The Moon was but a Chin of Gold
A Night or two ago—
And now she turns Her perfect Face
Upon the World below—

Her Forehead is of Amplest Blonde—
Her Cheek—a Beryl hewn—
Her Eye unto the Summer Dew
The likest I have known—

Her Lips of Amber never part—
But what must be the smile
Upon Her Friend she could confer
Were such Her Silver Will—

And what a privilege to be
But the remotest Star—
For Certainty She take Her Way
Beside Your Palace Door—

Her Bonnet is the Firmament—
The Universe—Her Shoe—
The Stars—the Trinkets at Her Belt—
Her Dimities—of Blue—

Standard: ELAGSERL1. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Which line from the poem BEST expresses the poet's opinion of the moon?

- A. Upon the world below.
- B. Her lips of amber never part;
- C. And what a privilege to be
- D. Her dimities of blue

Correct Answer: D

Explanation of Correct Answer: The correct answer is choice (C) And what a privilege to be. The word privilege demonstrates that the poet is appreciative of her location and would be even if she were the remotest star hoping to see the moon. Choice (A) is incorrect. The line expresses that the moon is above the poet but that does not help to express the poet's opinion of the moon. Choice (B) is incorrect. The line expresses a description of the moon, but that description does not provide the best evidence of the poet's opinion of the moon. Choice (D) is incorrect. The line expresses a concluding thought about the poet's visual comparison of the moon but does not support the poet's opinion of the moon.

Standard: ELAGSE6RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Analyze the tone of the poem and how the author’s word choice creates that tone. Use specific examples from the poem to support your answer.

Points Awarded - Sample Response

2 The author’s word choice creates a tone of admiration. The author uses words like gold, perfect, amplest, and privilege to show positive feelings about the subject of the poem—the moon. In the last stanza, the imagery clearly shows the author’s admiration of the moon’s beauty. “The stars the trinkets at her belt” reveals that even the lovely stars are minor and unimpressive next to the moon.

1 The author’s word choice includes gold and perfect as descriptions of the moon. This shows a positive feeling about the moon.

0 The poem says, “The moon was but a chin of gold.”

Label the Rhyme Scheme: (For a challenge, label the rhyme scheme in “The Moon” by Emily Dickinson.)

Roses are red, A
Violets are blue. B
Sugar is sweet, C
and so are you. B

Sing a song of sixpence, _____
A pocket full of rye. _____
Four and twenty blackbirds, _____
Baked in a pie. _____

Humpty Dumpty sat on a wall, _____
Humpty Dumpty had a great fall. _____
All the king’s horses and all the king’s men _____
Couldn’t put Humpty together again. _____

Hickory, dickory, dock, _____
The mouse ran up the clock. _____
The clock struck one, _____
The mouse ran down, _____

Hickory, dickory, dock. _____