

1060L

## Analyze Connections Between Fiction & Traditional Literature

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Looking Out for Me

Candace flipped through her online banking account, groaning over all the bills she had yet to pay. When she'd started her jewelry-business, she'd had such high hopes. Every time she made a bracelet, or earrings for her friends and family, they had always loved how beautiful her creations were. They'd encouraged her to turn her artwork into an official enterprise. It had seemed like the perfect way to turn her passion for jewelry into a career out of her passion for jewelry. It had seemed like the perfect way to turn her artwork into an official enterprise.

She had hoped, however, that this official enterprise would bring in official money. So far, all it had come with was official debt and homelessness. She'd bought supplies to build up her merchandise like wild, and then put pictures and descriptions of all the products on her online store. At first, she sold several items and thought she was on the right way.

Then sales slowed and stopped altogether. She'd invested in some advertising, but all that did was further increase the bills she had to pay. Staring at those bills now, she had to make a decision that pained her deeply—get a "real" job or end up homeless.

Candace closed her computer, gathered up all the jewelry she'd made, and tossed it in the trash, defeat weighing heavily on her shoulders. She walked a few blocks to the store she had started.

Traditional Literature

## Analyze Connections Between Fiction & Traditional Literature

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### The Elves and the Shoemaker *A Grimm's Fairy Tale*

A shoemaker, by no fault of his own, had become so poor that at last he had nothing left but leather for one pair of shoes. So in the evening, he cut out the shoes which he wished to make the next morning. And as he had a good



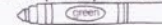
## Analyze Connections Between Fiction & Traditional Literature

Name: \_\_\_\_\_ Date: \_\_\_\_\_

This text is divided into two parts. First, answer Part A. Then, answer Part B.

How do the main characters in both texts respond to the magical help they receive?

Assessment



# WHAT'S INSIDE?

## ANALYZE CONNECTIONS BETWEEN FICTION & TRADITIONAL LITERATURE

8<sup>th</sup> grade

### Table of Contents

\*This product includes 7 sets (14 passages total) of Lexile® leveled stories in the 8<sup>th</sup> Grade Common Core Text Complexity Band. Each set analyzes connections between traditional literature and modern fiction.

1. Analyze Connections Between Fiction & Traditional Literature Anchor Chart
2. Analyze Connections Between Fiction & Traditional Literature Practice Work
3. The Parable of the Good Samaritan/A Little Help (930L)
4. The Fox and the Crow/The Last Loaf (950L)
5. The Squirrel and the Spider/That's Mine (1010L)
6. Pygmalion and Galatea/A Perfect Prom Date (1030L)
7. The Elves and the Shoemaker/Looking Out for Me (1060L)
8. Yorimasa/The Space Adventures of a Computer Nerd (1140L)
9. Test
  - The Lady of the Lake/A Knight of the Baseball Field (1020L)

**PRINTABLE** PDFs covering the 8<sup>th</sup> grade text complexity band with Certified Lexile Levels.

- Anchor chart and question sets
- Color coding to encourage students to use text evidence
- AND assessment paired passages

## Printable Slides Included



# 7 PAIRED TEXTS & PASSAGES

- Learn in color! Visual cues reinforce text evidence.
- Teachers can quickly check student work.
- Variety of genres to spark comprehension AND curiosity.
- Paired Traditional Literature and Fiction Passages.

**Traditional Literature** Analyze Connections Between Fiction & Traditional Literature  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
**The Parable of the Good Samaritan**  
*A Bible Story From Luke 10: 25-37*

25 Behold, a certain lawyer stood up  
and test  
shall I d  
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in the la  
27 H  
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28 H  
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30 J  
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**Traditional Literature** Analyze Connections Between Fiction & Traditional Literature  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
**The Fox and the Crow**  
*An Aesop's Fable*

One bright morning as the Fox was following his sharp nose through the wood in search of a bite to eat, he saw a Crow on the limb of a tree overhead. This was by no means the first Crow the Fox had ever seen. What caught his attention this time and made him stop for a second look, was that the lucky Crow held a bit of cheese in her beak.

**Traditional Literature** Analyze Connections Between Fiction & Traditional Literature  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
**Yorimasa**  
*A Japanese Legend*

A long time ago a certain Emperor became seriously ill. He was unable to sleep at night owing to a most horrible and unaccountable noise he heard proceeding from the roof of the palace, called the Purple Hall of the North Star. A number of his courtiers decided to lie in wait for this strange nocturnal visitor. As soon as the sun set they noticed that a dark cloud crept from the eastern horizon, and alighted on the roof of the august palace. Those who waited in the imperial bed-chamber heard extraordinary scratching sounds, as if what had at first appeared to be a cloud had suddenly changed into a beast with gigantic and powerful claws.

Night after night this terrible visitant came, and night after night the Emperor grew worse. He at last became so ill that it was obvious to all those in attendance that unless something could be done to destroy this Emperor would certainly die.

At last it was decided that Yorimasa was the one knight valiant enough to relieve his Majesty of these terrible haunts accordingly made elaborate preparations for the fray. He took and steel-headed arrows, donned his armor, over which he dressed, and a ceremonial cap instead of his usual helmet.

At sunset he lay in concealment outside the palace. When a thunder crashed overhead, lightning blazed in the sky, and shrieked like a pack of wild demons. But Yorimasa was a brave man, and the fury of the elements in no way daunted him. When midnight came he rushed to the roof of the palace, and as the black cloud rush through the sky and rest upon the roof of the palace, he saw a dark cloud crept from the eastern horizon, and alighted on the roof of the august palace. Those who waited in the imperial bed-chamber heard extraordinary scratching sounds, as if what had at first appeared to be a cloud had suddenly changed into a beast with gigantic and powerful claws.

**950L** Analyze Connections Between Fiction & Traditional Literature  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
**The Last Loaf**

"You remembered to pick up the Italian bread for dinner, didn't you?" my aunt Louise asked. Luckily, I was on the phone with her, and she couldn't see me smack my forehead because, of course, I didn't remember the bread.

"Yup," I said instead, trying to keep my voice neutral. "All set, and I'll see you in a bit, Aunt Louise."

I ended the call and struggled into my jacket because if I had any hope of getting that Italian bread and still being on time for the big family Sunday dinner, I had to move like lightning. The only thing Aunt Louise hated more than not having Italian bread at dinner was people being late.

I raced to the bakery and hopped out of my car almost before I'd even put the vehicle in park. There was only one other car in the lot, and I thanked the heavens that I wouldn't have to wait in a long line.

**930L** Analyze Connections Between Fiction & Traditional Literature  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
**A Little Help**

Marcus pedaled faster, hoping to dodge the raindrops, but the rain had picked up its pace, and the back of his sweatshirt was soaked. Had he known the sky was about to unleash this monsoon, he would have left his friend Josh's house sooner to avoid an unwanted drenching. While Josh didn't live too far away, it was a long enough distance to make bike riding in

g all over his legs and  
seek. If his mom and dad  
d never buy him  
rimands now.

**1140L** Analyze Connections Between Fiction & Traditional Literature  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
**The Space Adventures of a Computer Nerd**

Makato kept a sharp eye on all the monitors in the control room of the *Galaxy V* spaceship. Each one had a view of the areas inside and outside the ship, and it was his job to be the lookout for this shift. His eyes were tired at the end of the day, but it was an honor to have been chosen to board this state-of-the-art space lab, and he'd do whatever tasks were asked of him. Makato had worked hard in school to become an expert at all the latest tech. He liked to think there wasn't a situation he couldn't use his coding skills to tackle. He was proud to be an official computer nerd in space.

"Space junk, Sector 5," he said into his headset. "Engaging flexi-net to capture it." Makato tapped on the keyboard in front of him, entering the code to unfurl a large net designed to catch debris floating in space and keep it from damaging the spaceship's exterior.

"Flexi-net engaged," a female computer voice confirmed.

Makato went back to scanning the monitors, one of which had information about all the experiments going on in the labs onboard the *Galaxy V*. Several of them had data about humans traveling in stasis as part of a project to explore ways to be able to journey to other planets on Earth. Makato's job required a certain amount of bravery to work in space. These days, he was willing to submit their bodies to groundbreaking, daily life-changing science in the name of following his dream to reach the edges of

of water over Marcus.  
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rant with a metallic  
en bed. His head hit a  
he painful spot, his

the epic gaming system  
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ortcut home.  
of water over Marcus.  
ok to have him swerving  
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en bed. His head hit a  
he painful spot, his

shirt to wipe at the blood  
te as a gush of dizziness

**Magi CORE**

# QUESTIONS

- Skill-focused, scaffolded questions
- Multiple choice and short answer
- Preps students for state testing
- Rigorous and research-based approach to questioning

She had... official money. So far, all it had... homelessness. She'd bought supplies to build... like wild, and then put pictures and descriptions of all the p... online store. At first, she sold several items and thought sh... way.

Then sales slowed and stopped altogether. She'd invested in some advertising, but all that did was further increase the bills she had to pay. Staring at those bills now, she had to make a decision that pained her deeply—get a “real” job or end up homeless.

Candace closed her computer, gathered up all the jewelry she'd made, and tossed it in the trash, defeat weighing heavily on her shoulders. She walked a few blocks...

had become so poor... nothing left but leather for one pair of shoes. So in the evening, he cut out the shoes which he wished to make the next morning. And as he had a good

**Analyze Connections Between Fiction & Traditional Literature**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Answer the following questions. **Underline or highlight the text evidence in the color indicated.**

1. What trait do the shoemaker and Candace share at the start of both texts?  
a. They are both poor.  
b. They are both successful.  
c. They are both angry.  
d. They are both delighted.

2. Which sentence below could be used to summarize both texts?  
a. Crafters think they are owed miracles.  
b. Miracles help crafters succeed with their work.  
c. Good fortune comes at a high price for crafters.  
d. Successful crafters compete to be the best.

3. How is the pattern of events similar in both texts?  
*The pattern of events in both texts is similar in that a struggling individual faces challenges in their work or business. In both stories, the main characters receive unexpected help or a magical intervention that leads to the success of their endeavors. Additionally, both characters experience a turning point where they consider giving up on their work but eventually find a solution to their problems.*

How best support your answer to Part A? Choose all that apply.  
...ed, and did not know what to say."  
...ave made us rich, and we really must show that we are grateful for  
...udden success now gave her the extra money to hire an actual  
...extra money she now had into an envelope and dropped it off at a  
...helter as a way to show thanks for her good fortune."

...king Out for Me" reimagine elements from "The Elves and the Shoemaker."  
...t do the changes have on the basic story?  
*...imagines elements from "The Elves and the Shoemaker" and the shoemaker's magical force aids the protagonists in their creative work. In "King Out for Me," the magical intervention is not caused by an unexplained sparkly light. The characters receive unexpected help and magical elements in both stories, but the details of the magical intervention differ. The author's goal is to modernize the fairytale concept.*

**Magi CORE**

# ANCHOR CHART

- Anchor chart breaking down how to analyze connections between traditional literature and fiction.
- Practice passage and warmup activity sheet
- Use to introduce the skill
- Students reference throughout the unit
- Use in student journal as a reference

**Analyze Connections Between Fiction & Traditional Literature**  
Let's Try! Read the passages "The Little Mice" and "Weathering the Storm" below, then answer the questions on the graphic organizer.

**Weathering the Storm**

"Snowfall totals are expected to be measured in feet on Saturday said feet, people," the meteorologist said as Phoebe watched the weather report on the news.

A blizzard was headed their way, and it was all anyone could talk about because they hadn't seen wild winter weather in years. Though tired from a long day at work, Phoebe hauled herself out of her living room and drove to the nearby shopping plaza. The place was an absolute zoo, with people stocking up on supplies and things to entertain themselves while the weather turned nasty.

Phoebe found the groceries she needed to make her mother's work from home while the perfect storm brewed.

**The Little Mice**  
*A Sioux Myth*

Once upon a time a prairie mouse busied herself all fall storing away a cache of beans. Every morning she was out early with her empty cast-off snake skin, which she filled with ground beans and dragged home with her teeth.

The little mouse had a cousin who was fond of dancing and talk, but who did not like to work. She was not careful to put her cache of beans in the

**Analyze Connections Between Fiction & Traditional Literature**  
Fill in the graphic organizer to analyze connections between modern fiction and traditional literature.

Titles Being Analyzed	Traditional Literature	Modern Fiction
	<i>The Little Mice</i>	<i>Weathering the Storm</i>
Theme	Are the themes of the two texts similar? If so, how? The themes of the two texts are not very similar. The first text about the Little Mice, the theme is the importance of hard work and responsibility. The second text about Weathering the Storm is being prepared for unexpected challenges. It is about survival.	
Patterns of Events	Are the patterns of events in the two texts similar? The patterns of events in the two texts are different. In the first text, the lazy mouse asks for help after a mistake and is given a second chance. In the second text, Phoebe is given a second chance to prepare for the blizzard, and her unpreparedness has to rely on her for food during the storm.	
Character Types	Are the character types in the two texts similar? The character types in the texts are somewhat similar. They both involve characters who make impact their situations. The first text has a mouse and a lazy mouse, while the second text has a prepared person (Phoebe) and an unprepared person (Cory).	
Modernization	How are similar elements modernized? What impact does the modernization have? Similar events are modernized in the second text. In the first, the characters use a snake skin to store food. In the second, Phoebe uses her phone to communicate with Cory.	

**Analyze Connections Between Fiction & Traditional Literature**  
Readers analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.

**What is Traditional Literature?** → Stories rooted in oral history passed down between generations. May include: myths, folktales, fairy tales, fables, legends, religious texts, cultural stories.

**What is Modern Fiction?** → Imagined stories with contemporary settings written to entertain readers. May include: realistic fiction, science fiction, fantasy, mystery, thriller, romance, literary fiction.

**Elements to Analyze** → Traditional literature and modern fiction can be similar in their:  
• themes  
• patterns of events  
• character types

To analyze connections between modern fiction and traditional literature:  
1. Carefully read each text, noting which text is traditional literature and which is modern fiction.

# ASSESSMENTS

- Same format as practice
- One assessment with a traditional literature passage and fiction passage.
- Color-coding
- Follows best practices for standardized assessments

The collage features several worksheets and decorative elements. At the top left is a red paper apple. To its right are three gold stars and two paper clips (one green, one purple). The worksheets include:

- Worksheet 1 (Orange border):** Titled "Analyze Connections Between Fiction & Traditional Literature". It contains a question with two parts: Part A asks for a lesson from two texts, and Part B asks for supporting quotes. Multiple-choice options are provided for both parts.
- Worksheet 2 (Yellow border):** Also titled "Analyze Connections Between Fiction & Traditional Literature". It asks for similar questions, themes, and common patterns between two texts. Handwritten red notes are present: "In both texts, a protagonist faces a challenge or conflict or powerful tool or weapon to overcome it. In 'The Lady of the Lake' Arthur needs a sword to defeat his enemies, and in 'A Knight of the Baseball Field' the protagonist needs the perfect baseball for his performance in the game." A red highlighter and a red pen are shown at the bottom.
- Worksheet 3 (Pink border):** Titled "1020L Analyze Connections Between Fiction & Traditional Literature" with the sub-heading "A Knight of the Baseball Field". It includes a passage about a boy named Mikey Crandall and a question about a baseball bat. A green highlighter is shown over the text.
- Worksheet 4 (Cyan border):** Titled "Traditional Literature Analyze Connections Between Fiction & Traditional Literature" with the sub-heading "The Lady of the Lake The Legends of King Arthur and His Knights A British Legend". It includes a passage about King Arthur and Merlin, a small illustration of a knight, and a question about Merlin's speech. A green highlighter is shown over the text.

Decorative elements include a red paper apple, three gold stars, two paper clips (one green, one purple), a red highlighter, a red pen, and a green highlighter.

# WHY IT WORKS

- Certified Lexile measures
- High - interest texts to motivate readers
- Cross - curricular topics
- Scaffold approach will help your students meet grade level expectations
- Classroom tested! Trusted by over 1,000 teachers... and counting!... To help students grow their reading skills

**Analyze Connections Between Fiction & Traditional Literature**

**A Little Help**

Marcus pedaled faster, hoping to dodge the raindrops picked up its pace, and the back of his sweatshirt was soaked. The sky was about to unleash this monsoon, he would have known the rain was coming. He had seen his friend Josh's house sooner to avoid an unwanted drenching. He didn't live too far away, it was a long enough distance to make the rain a miserable experience.

He hit yet another deep puddle, water splashing all over his sneakers. He had bought them just last week. He saw how soggy those sneakers were right now, they'd never be anything new again. Marcus could just hear their reprimand.

*You don't know how to take care of your shoes.*

**Traditional Literature**

**Analyze Connections Between Fiction & Traditional Literature**

**The Fox and the Crow**  
*An Aesop's Fable*

One bright morning as the Fox was following his sharp nose through the wood in search of a bite to eat, he saw a Crow on the limb of a tree.

**Analyze Connections Between Fiction & Traditional Literature**

Readers analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.

**What is Traditional Literature?** → Stories rooted in oral history passed down between generations. May include: myths, folktales, fairy tales, fables, legends, religious texts, cultural stories.

**What is Modern Fiction?** → Imagined stories with contemporary settings written to entertain readers. May include: realistic fiction, science fiction, fantasy, mystery, thriller, romance, literary fiction.

**Elements to Analyze** → Traditional literature and modern fiction can be similar in their: themes, patterns of events, character types.

**To analyze connections between modern fiction and traditional literature:**

- Carefully read both texts, identifying which is traditional literature and which is modern fiction.
- Identify which themes, patterns of events, or character types the texts share.
- Consider how modern fiction uses traditional literature.
- Ask:
  - How do the elements in modern fiction compare to traditional literature?
  - What changes have been made to modernize or reinterpret traditional ideas to create something new, fresh, and entertaining?
- Summarize your thoughts about the connections between modern fiction and traditional literature.

**What impact does the modernization have?**

Similar events are modernized in the second text by incorporating contemporary situations and technology. In the first, the characters use a snake to carry bread, while in the second, Phoebe uses her phone to communicate with Carly.

**What are your thoughts about the texts?**

The texts are interesting in different ways. The first text teaches a moral lesson about the importance of hard work, while the second is more about being prepared for unexpected situations.

**Answer the following questions. Underline or highlight the color indicated.**

- What similar quest do the main characters of both texts have?
  - They both are protecting their kingdoms from evil.
  - They both seek a special tool to bring them success.
  - They both use magic to complete their quests.
  - They both fear their enemies.
- What theme is present in both texts?
  - forgiveness
  - success
  - protection
  - revenge
- What is common about the pattern of events in both texts?

*In both texts, a protagonist faces a challenge or overcomes it. In "The Fox and the Crow," the protagonist needs a sword to defeat his enemies, and in "Paseball Field," the protagonist needs the perfect ball for his performance in the game.*

**Connections Between Fiction & Traditional Literature**

**The Little Mice** | **Weathering the Storm**

**Are the themes of the two texts similar? How?**

*Themes of the two texts are not very similar. In first-text about the Little Mice, the theme is about importance of hard work and responsibility. The second text about Weathering the Storm is more about being prepared for unexpected challenges, like a lizard.*

**Are the patterns of events in the two texts similar? How?**

*Patterns of events in the two texts are different. In the first text, the lazy mouse asks for help after realizing her mistake and is given a second chance. In the second text, Phoebe is for the lizard, and her unexpected neighbor Carly, who tells her how to deal with the storm.*

**Are the character types in the two texts similar? How?**

*Character types in the texts are somewhat similar in that they both involve characters who make choices that affect their situations. The first text has a hardworking mouse and a lazy mouse, while the second has a hardworking and person (Phoebe) and an unexpected person (Carly).*

**How are similar elements modernized?**

*Similar events are modernized in the second text by incorporating contemporary situations and technology. In the first, the characters use a snake to carry bread, while in the second, Phoebe uses her phone to communicate with Carly.*

**Reader's Thoughts**

*The texts are interesting in different ways. The first text teaches a moral lesson about the importance of hard work, while the second is more about being prepared for unexpected situations.*

**Magi CORE**

# ALIGNS TO SCIENCE OF READING

Research shows that wide reading has the biggest impact on student reading progress.

Our passages provide that essential variety of fiction structures and topics.

Students need scaffolded instruction to access grade level texts. Without it, students are not exposed to linguistic and textural features, putting them further behind.

Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.

Fun fact! From 2nd grade on, students make greater reading gains when taught from texts that are as much as two grade levels above their "instructional" reading level.

Lead the way! Our texts are leveled to master grade-level expectations and set students up for success.

**CERTIFIED LEXILE PARTNER**

## ABOUT LEXILE LEVELS


MagCore is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure that students are college and career ready by the end of 12<sup>th</sup> grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

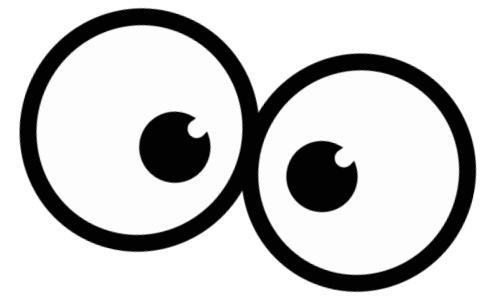
Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	
2-3	N/A
4-5	420L-820L
6-8	740L-1010L
	925L-1351L

Keep in mind when using any leveled text that many students will need support to reach text at the high end of their grade band. The expectation that scaffolding will occur with appropriate. It is important to recognize that the standards' grade-by-grade text complexity expectations are built into the Standards' grade-by-grade text complexity expectations. The general movement, however, should be toward decreasing scaffolding independence both within and across the text complexity bands.





# TAKE A PEEK



**Traditional Literature** Analyze Connections Between Fiction & Traditional Literature  
 Name: \_\_\_\_\_ Date: \_\_\_\_\_

## The Parable of the Good Samaritan A Bible Story From Luke 10: 25-37

<sup>25</sup> Behold, a certain lawyer stood up and tested him, saying, "Teacher, what shall I do to inherit eternal life?"  
<sup>26</sup> Jesus said to him, "What is written in the law? How do you read it?"  
<sup>27</sup> He answered, "You shall love the Lord your God with all your heart, with all your soul, with all your strength, and with all your mind; and your neighbor as yourself."  
<sup>28</sup> He said to him, "You have answered correctly. Do this, and you will live."  
<sup>29</sup> But he, desiring to justify himself, asked Jesus, "Who is my neighbor?"  
<sup>30</sup> Jesus answered, "A certain man was going down from Jerusalem to Jericho, and he fell among robbers, who both stripped him and beat him, and departed, leaving him half dead. <sup>31</sup> By chance a certain priest was going down that way. When he saw him, he passed by on the other side. <sup>32</sup> In the same way a Levite also, when he came to the place and saw him, passed by on the other side. <sup>33</sup> But a certain Samaritan, as he traveled, came where he was. When he saw him, he was moved with compassion, <sup>34</sup> came to him, and bound up his wounds, pouring on oil and wine. He set him on his own animal, brought him to an inn, and took care of him. <sup>35</sup> On the next day, when he departed, he took out two denarii, gave them to the host, and said to him, 'Take care of him. Whatever you spend beyond that, I will repay you when I return.'  
<sup>36</sup> Now which of these three do you think seemed to be a neighbor to him who fell among the robbers?"  
<sup>37</sup> He said, "He who showed mercy on him."  
 Then Jesus said to him, "Go and do likewise."

Excerpt from:  
**World English Bible.** Edited by Michael Paul Johnson, World English Bible Online, 2020, <https://ebible.org/web/LUK10.htm>.

**930L** Analyze Connections Between Fiction & Traditional Literature  
 Name: \_\_\_\_\_ Date: \_\_\_\_\_

## A Little Help

...aster, hoping to dodge the raindrops, but the rain had  
 ...the back of his sweatshirt was soaked. Had he  
 ...ut to unleash this monsoon, he would have left his  
 ...er to avoid an unwanted drenching. While Josh  
 ...t was a long enough distance to make bike riding in  
 ...rience.  
 ...eep puddle, water splashing all over his legs and  
 ...ad bought him just last week. If his mom and dad  
 ...kers were right now, they'd never buy him  
 ...could just hear their reprimands now.  
 ...take care of  
 ...blow on  
 ...em.  
 ...us.  
 ...ke he  
 ...e all  
 ...y's  
 ...Tim didn't have the epic gaming system  
 ...h a video game right now where he  
 ...even find a shortcut home.  
 ...sent a wave of water over Marcus.  
 ...was all it took to have him swerving  
 ...hit the hydrant with a metallic  
 ...uddy garden bed. His head hit a  
 ...touched the painful spot, his  
 ...sweatshirt to wipe at the blood  
 ...a little as a gush of dizziness

Analyze Connections Between Fiction & Traditional Literature  
 Name: \_\_\_\_\_ Date: \_\_\_\_\_

Following questions. Underline or highlight the text evidence in the text.

What overall theme do both texts share?

Which character types are similar in the two texts? Choose all that apply.

- a. Both passages include characters in need of help.
- b. Both passages include characters searching for eternal life.
- c. Both passages include characters unwilling to help.
- d. Both passages include characters who resist forgiving others.

Discuss any parallels you find in the pattern of events in the two texts.

Analyze Connections Between Fiction & Traditional Literature  
 Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write your answer in two parts. First, answer Part A. Then, answer Part B.

Part A: How do the characters get in "A Little Help" that they don't get in "The Parable of the Good Samaritan"?

Part B: How do the events take place in "A Little Help" that creates a depressed tone in the text? How do the unhelpful characters won't help the person in need in "The Parable of the Good Samaritan" story meant to answer a question?

Which text best supports your answer in Part A?

Part C: How do the events take place in "A Little Help" that creates a depressed tone in the text? How do the unhelpful characters won't help the person in need in "The Parable of the Good Samaritan" story meant to answer a question?

Part D: How do the events take place in "A Little Help" that creates a depressed tone in the text? How do the unhelpful characters won't help the person in need in "The Parable of the Good Samaritan" story meant to answer a question?




# AND ANOTHER PEEK



**Traditional Literature** Analyze Connections Between Fiction & Traditional Literature

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### The Squirrel and the Spider A West African Folk Tale



A hard-working squirrel had, after much labor, succeeded in cultivating a very fine farm. Being a skillful climber of trees, he had not troubled to make a roadway into his farm. He used to reach it by the trees.

One day, when his harvests were very nearly ripe, it happened that Spider went out hunting in that neighborhood. During his travels, he arrived at Squirrel's farm. Greatly pleased at the appearance of the fields, he sought for the roadway to it. Finding none, he returned home and told his family all about the matter. The very next day they all set out for this fine place, and set to work immediately to make a road. When this was completed Spider—who was very cunning—threw pieces of earthenware pots along the pathway. This he did to make believe that his children had dropped them while working to prepare the farm.

Then he and his family began to cut down and carry away such of the corn as was ripe. Squirrel noticed that his fields were being robbed, but could not at first find the thief. He determined to watch. Sure enough Spider soon reappeared to steal more of the harvest. Squirrel demanded to know what right he had on these fields. Spider immediately asked him the same question. "They are my fields," said Squirrel. "Oh, no! They are mine," retorted Spider. "I dug them and sowed them and planted them," said poor Squirrel. "Then where is your roadway to them?" said crafty Spider. "I need no roadway. I come by the trees," was Squirrel's reply. Needless to say, Spider laughed such an answer to scorn, and continued to use the farm as his own.


Squirrel appealed to the law, but the court decided that no one had ever had a farm without a road leading to it, therefore the fields must be Spider's.

In great glee Spider and his family prepared to cut down all the harvest that remained. When it was cut they tied it in great bundles and set off to the nearest market-place to sell it. When they were about half-way there, a terrible storm came on. They were obliged to put down their burdens by

Analyze Connections Between Fiction & Traditional Literature

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### That's Mine



...owboard against the brick wall at the ski lodge loves to take a picture of the roaring fire to send to first, she hadn't been all that excited about y from home and away from all her friends, but hat a ski trip in Colorado would be fun. It turned gan had been zipping along the fresh powder on w snowboard she'd gotten for Christmas.

...board, too. It was her prized possession with and its matte black skulls that stared back he length of the board. Some people might but it was the exact snowboard Megan had her a black snowsuit with a helmet painted the board. She imagined she looked ly, carving a twisty path through the snow

... where she'd rested her ices because her board was not

... rned in a circle, squinting at to register any personal attire, their faces hidden by leaning against their legs

Analyze Connections Between Fiction & Traditional Literature

Name: \_\_\_\_\_ Date: \_\_\_\_\_

...ions. Underline or highlight the text evidence in the

The Squirrel and the Spider" and Megan in "That's Mine" have

...st in an unfamiliar place. new friends. something stolen from them. up their prized possessions.

... in both texts?

...f something important. ent. onships. irections

...s exist in the pattern of events that unfolds in both texts?

Analyze Connections Between Fiction & Traditional Literature

Name: \_\_\_\_\_ Date: \_\_\_\_\_

...s two parts. First, answer Part A. Then, answer Part B.

...do both stories teach readers? e fastest way to get what you want. n't result in a happy ending. etimes justified. o committing other crimes.

...upports your answer to Part A? er and his family prepared to cut down all the harvest that had brought them little profit." smug grin then bolted into a large tour group of people who nked." oked toward one of the security guards looming near the e."

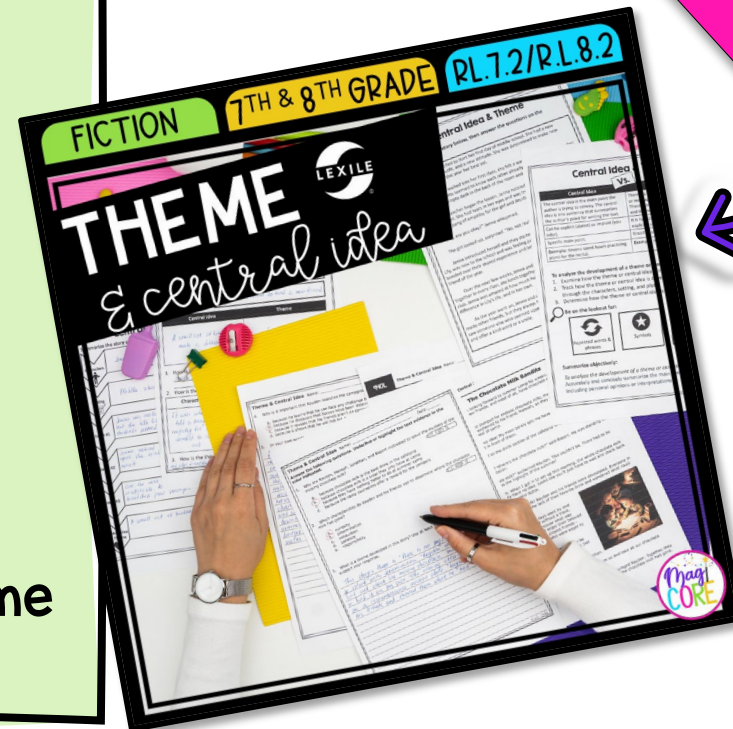
...Squirrel and the Spider" rendered new in "That's Mine?" zation have on the reader?



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