

# VOYAGES

A LITERATURE COLLECTION



**ORANGE LEVEL**

**EDITORIAL PROJECT MANAGER:**

Rabbi Levi Friedman

**PROJECT DIRECTOR:**

Mordechai Resnick

**CHIEF CURRICULUM DEVELOPER:**

Esther Schwarz

**CURRICULUM WRITERS:**

Rivki Steinhaus

Chaya Hausman

Chani Karp

**EDITOR AND PROJECT COORDINATOR:**

Miriam Shulamis Eisemann

**CREATIVE DIRECTOR:**

Glenna Daniel

**DESIGN AND LAYOUT:**

Anabelle Farinas

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1072 Madison Ave.  
Lakewood, NJ 08701

[www.achievementsES.com](http://www.achievementsES.com)  
[info@achievementsES.com](mailto:info@achievementsES.com)  
800-742-1803





# TABLE OF CONTENTS

## EMBARKING ON VOYAGES

Genres of Literature .....	7
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## CHAPTER 1: ELEMENTS OF A STORY

Introduction .....	9
1. Setting: <i>Lost and Found on Grizzly Mountain</i> .....	11
2. Plot: <i>The Secret Passage</i> .....	19
3. Theme: <i>Like Tadpole, Like Meira</i> .....	28
Chapter Story: <i>The Straight Path</i> .....	34
Chapter 1 Review .....	46

## CHAPTER 2: CONFLICT

Introduction .....	XX
1. Man vs. Man: <i>Handle With Care</i> .....	XX
2. Man vs. Nature: <i>Stranded</i> .....	XX
3. Man vs. Self: <i>The New Beginning</i> .....	XX
Chapter Story: <i>Through Water and Fire</i> .....	XX
Chapter 2 Review .....	XX

## CHAPTER 3: CHARACTERS

Introduction .....	XX
1. Types of Characters: <i>The Science Fair Disaster</i> .....	XX
2. Direct and Indirect Characterization: <i>A Trip to Remember</i> .....	XX
3. Point of View: <i>My First Steps</i> .....	XX
Chapter Story: <i>Weird House</i> .....	XX
Chapter 3 Review .....	XX

## CHAPTER 4: LITERARY DEVICES

Introduction .....	XX
1. Imagery: <i>Surprise for Shira</i> .....	XX
2. Figurative Language: <i>Hidden Treasure</i> .....	XX
Chapter Story: <i>Will the Real Queen Please Stand Up?</i> .....	XX
Chapter 4 Review .....	XX

## CHAPTER 5: POETRY

Introduction .....	XX
1. Literary Devices in Poetry: <i>Lost in the Forest</i> <i>The Artist</i> <i>The Munchkin Muncher</i> .....	XX
2. Rhyme: <i>Nightmare</i> <i>Something Happen Now</i> <i>Chocolate Chatter</i> .....	XX
3. Format of Stanzas: <i>Stardrops</i> <i>David's Daring Dream</i> <i>Reach for the Stars Today</i> .....	XX
Chapter 5 Review .....	XX

## CHAPTER 6: NONFICTION AND OTHER GENRES

Introduction .....	XX
1. Author's POV: <i>Vegetable Garden</i> .....	XX
2. Multiple Points of View: <i>Aylah, 630 CE</i> .....	XX
3. Procedural writing: <i>Green Carrot Cake</i> .....	XX
4. Compare and Contrast: <i>Biography of Mae Jemison</i> .....	XX
Chapter 6 Review .....	XX

## CHAPTER 7: DRAMA

Introduction .....	XX
1. Drama: <i>Believe In Me, Act I</i> .....	XX
2. Review: <i>Believe In Me, Act I</i> .....	XX
3. Drama: <i>Believe In Me, Act II</i> .....	XX
4. Review: <i>Believe In Me, Act II</i> .....	XX
Chapter 7 Review .....	XX





# VOYAGES

## EMBARKING ON VOYAGES

“If you don't like to read, you haven't found the right book.”

Just like people have different tastes when it comes to food, people like different types of books. One person may like to read mystery books, while another may be an avid reader of poetry. However, all reading has one thing in common: The reader is peeking into the mind of the authors and experiencing their thoughts, emotions, and motivations.

### CATEGORIES OF LITERATURE

**Literature** refers to written works. All literature can be classified as fiction or nonfiction. **Fiction** means writing about made-up stories. **Nonfiction** means writing about people, places, or events that actually took place.

There are many genres of writing. A **genre** is a category or type of writing. The four main types of writing are narrative, descriptive, expository, and persuasive.

**narrative** – storytelling

**descriptive** – writing that describes a person, place, object, or event

**expository** – informative writing that provides facts

**persuasive** – writing meant to convince the reader of an opinion

There are also many other genres, some of which are listed below.

**novel** – full-length narrative

**short story** – narrative that is shorter than a full-length book

**essay** – short nonfiction piece that focuses on a specific idea

**poem** – writing that gives over a specific feeling or message in a rhythmic way

**drama** – play meant to be acted out by actors





## LET'S PRACTICE

Next to each example, write **F** for fiction or **N** for nonfiction. Then, fill in which type of writing each example is (narrative, descriptive, expository, or persuasive).

LITERATURE	F/N	TYPE
1. A biography of George Washington		
2. A book of facts about butterflies		
3. A fantasy tale about a person who can become invisible		
4. A book showing a tour of Buckingham Palace		
5. A novel about a time-traveling hero		
6. An essay about how to care for pets		
7. A book arguing for more NASA missions to the moon		
8. A story about a boy who can talk to animals		
9. A science book about volcanoes		
10. An article about why more playgrounds should be built		
11. A book describing various national parks		
12. An article about the benefits of exercise		



## HEADS UP

All of these categories of literature will be studied in this course.





# CHAPTER 1

## ELEMENTS OF A STORY

### INTRODUCTION – The Five Elements

All narratives have five elements:

1. **Characters** – **Who** the story is about
2. **Setting** – The **time** and **place** in which the story takes place  
The time includes the year, season, and time of day.  
The place can be in which city or even in which building the story takes place.
3. **Plot** – **What happens** in the story
4. **Conflict** – The **problem** in the story. An interesting story must have some sort of problem that needs to be fixed. This can be a major problem, like a war or drought, or a minor problem, like waking up late and missing the bus.
5. **Theme** – The **message** of the story. Every story has some sort of message or lesson, such as being a loyal friend or being brave.



### LET'S PRACTICE

Choose a story that you recently read. Write the title and author, and then fill out the five elements of the story.

Title – \_\_\_\_\_

Author – \_\_\_\_\_

1. Characters – \_\_\_\_\_

2. Setting – \_\_\_\_\_

3. Plot – \_\_\_\_\_

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



4. Conflict – \_\_\_\_\_

\_\_\_\_\_

5. Theme – \_\_\_\_\_

\_\_\_\_\_



## HEADS UP

In the following lessons, we will learn about setting, plot, and theme. Characters and conflict will be learned in later chapters.





# LESSON 1

## SETTING

**Setting** means the time and place of the story. It refers to when and where the story happened. When creating a story, an author will describe the setting in order to help the reader better imagine the events.

Setting includes information such as:

- **Time period** – A story can take place in modern times or a long time ago.
- **Season** – A story can take place in the cold of the winter or the heat of the summer.
- **Date** – Exactly what year or date the events took place
- **Time of day** – A story may take place in a specific time of the day, such as morning or night.
- **Geographical location** – In which city the story took place
- **Room/building** – A story can take place in a specific building, room, or even a boat or spaceship.

The author may choose to share all of the above details or leave some of them to the reader's imagination. Sometimes, the author will not directly state the setting and, instead, will drop hints that the reader must then use to infer where and when the story is taking place.





## LET'S PRACTICE

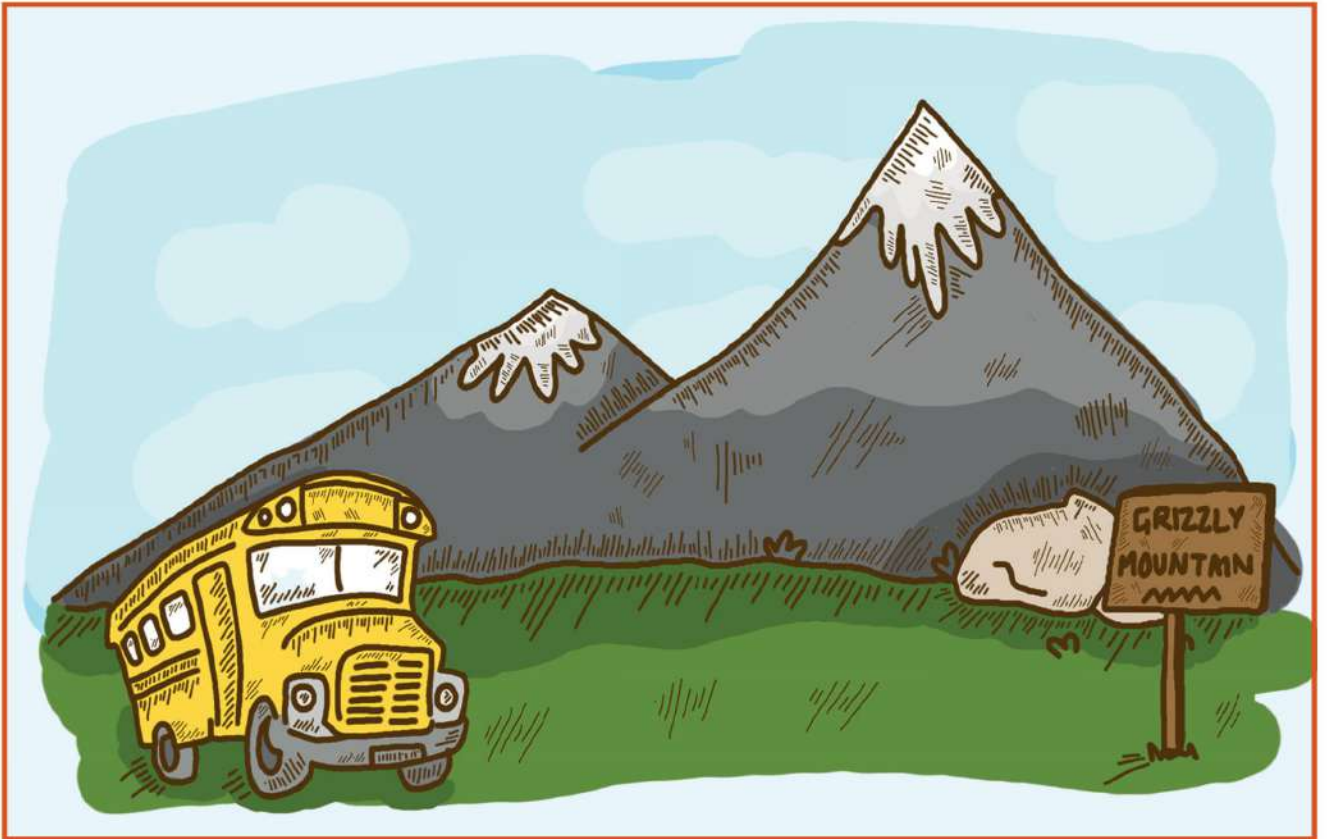
Match each quote to the correct aspect of setting by filling in the correct letter. Each answer should only be used once.

Time period	A. "The snow fell heavily, covering the ground with a white blanket."
Season	B. "Chaim was excited that the summer was ending and school was starting next week."
Date	C. "Rivka appreciated living only an hour away from New York City."
Time of day	D. "Yossi waited impatiently for his cousins to arrive in their horse and buggy."
Geographical location	E. "When the timer beeped, Chava ran to the oven but was dismayed to see that the chicken had burned."
Room/building	F. "Devorah yawned; it was long past her usual bedtime."



# LOST AND FOUND ON GRIZZLY MOUNTAIN

BY CHAYA SHOCHET



The school bus buzzed with anticipation. The seventh-grade end-of-year camping trip was all anyone talked about for the last month, and they were finally on their way.

"Why do you think it's called 'Grizzly Mountain?' Do you think there are grizzly bears? I'm not sure I'd know what to do if there's a bear..." Avi wondered aloud. Avi was the worrier of his group of friends.

"Nah, it's named after Henry Grizzly, who discovered the area... Before he was eaten by a bear!" joked Chezzzy.

"He's only teasing, Avi," soothed Zev, "It's going to be awesome." Zev knew they would make lifelong memories and couldn't wait to get out into nature.





The air was cool, but the sun was shining. The campsite was a scenic, peaceful clearing surrounded by the refreshing smell of pine trees and the faint **gurgling**<sup>1</sup> of a brook. Fifteen small wooden cabins surrounded a circular stone seating area with a blackened fire pit in the center. Next to the fire pit stood two men wearing matching green polo shirts and **khaki**<sup>2</sup> pants.

"Welcome! We're glad to have you here for the next two days, and I can see you're excited to be here. I'm Jim, and this is Danny," he **gestured**<sup>3</sup> to his companion, who waved and smiled, "and we are guides here at Grizzly Mountain. For the first activity, your goal is to capture on camera a unique piece of nature that you find along the trail. We'll be meeting by the brook at the end. Everyone must stay in groups of at least three, and you must stay on the trail." Jim pointed out the trail markers that marked the way as Danny **distributed**<sup>4</sup> whistles. "If for some reason you lose the trail and can't find your way, blow your whistle. Stay in one place, and we'll come and find you."

Zev, Avi, and Chezzy were eager to set out onto the shady trail together. Avi wanted to see if he could spot any interesting wildlife. Each of the small groups fell into their own pace on the trail, and soon, the threesome was on its own, joking and enjoying the fresh air as they made their way between the trees. Birds chirped, and twigs snapped underfoot. Now and again, they noticed the white-and-green trail marker painted onto a rock, which **reassured**<sup>5</sup> the group that they were on track. The trail stretched on, and the boys were getting tired, but after a brief rest on a cluster of boulders to catch their breath, they got up with renewed energy and started back on the trail.

Oof! Zev tripped on a twisted root and hit the ground, catching his fall with his hands. As Zev sat up to brush the dirt and leaves off his hands and knees, Chezzy turned around and grabbed Zev's water bottle that had rolled away. That's when they noticed that Avi wasn't there!

Chezzy and Zev exchanged a worried glance. How long had they been walking without Avi? Zev spoke up first.

- 1 **gurgling** – flowing with a bubbling sound
- 2 **khaki** – dull tan color often used for work clothes and military uniforms
- 3 **gestured** – moved one's hands to help express an idea
- 4 **distributed** – gave out
- 5 **reassured** – gave confidence to; made less worried





“Okay... It’s okay... We’ll find him. If anyone is prepared for getting lost, it’s Avi, right? He was so worried, he read up on all the survival skills he’d need. He’d know what to do in any situation.” Except for grizzly bears, Zev thought to himself.

“What do we do?” Chezzzy asked. Why hadn’t they paid closer attention to Jim’s speech?

“Aviiiiiii!” Zev called, frantic.

“Avi!” Chezzzy echoed. No answer. The two boys **strained**<sup>6</sup> to listen. All they heard was the familiar chorus of birds, squirrels, and tree branches, but they could not hear their best friend.



Chezzzy’s face lit up with an idea, and he rushed to the nearest oak tree and **scrambled**<sup>7</sup> up. “Avi!” he called and looked around, hoping for some sign of Avi. Something caught his eye—a light blue something a short way back on the trail. Was it Avi’s? He couldn’t remember but carefully climbed down to ask Zev.

“What was Avi wearing? Did he have something light blue?”

“Um... maybe?”

“Let’s head back. I saw something.”

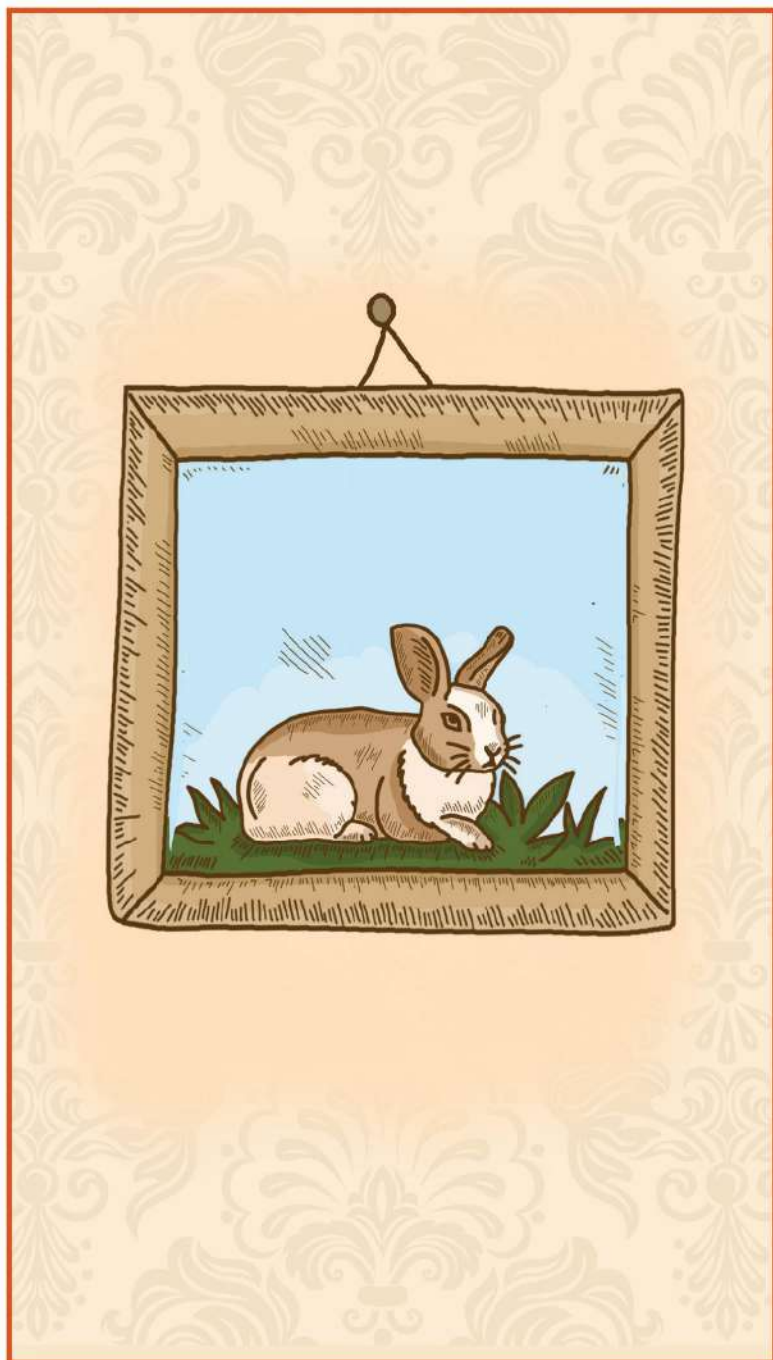
A few minutes later, the boys found the light blue fleece on the cluster of rocks they had rested on earlier. Zev thought it might be Avi’s, but he hadn’t paid much attention to

anyone’s clothes. “Avi?!” he shouted again. And then they heard something, the faintest whistle.

6 **strained** – used a lot of effort

7 **scrambled** – moved quickly using both hands and feet





Was it a whistle? Or maybe a bird?  
“Let’s follow it.”

The boys ran towards the sound, calling Avi’s name. And there he was, sitting on a bed of leaves and leaning against a tree, emergency whistle in his mouth.

“Avi! Are you okay?”

“Yeah, I’m okay. I followed this rabbit so I could snap a picture. I got a really great shot with a couple of fluffy baby bunnies, too! But then, suddenly, you were gone! And so was the trail! But I did everything Jim said. I stayed in one place and whistled. Boy, am I glad that Danny gave us those whistles!”

“We’re glad, too!” Chezzy gave Avi a friendly pat on the back. “We’re also glad you were listening to that speech before,” he added, a little embarrassed.

Zev put his arm around Avi. “Now let’s see this winning picture that was worth getting lost over!”





## QUESTIONS

1. What were the weather and atmosphere like when the boys arrived?

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2. What made the campsite seem welcoming and organized?

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3. How did Avi get lost?

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4. How did Chezzy and Zev find Avi?

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5. What is one way that the setting impacted this story?

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## LESSON 2

### PLOT

The plot of a story is the storyline of events that take place. There are three main parts of a plot:

- **Beginning** – This is when the author sets the stage of the story. This often includes a description of the setting, as well as an introduction to the main characters.
- **Middle** – This is where the action begins to happen, including the introduction of a conflict, which is what makes the story interesting.
- **End** – This is when the story winds down. The author presents a **resolution** to the conflict and ties up the loose ends of the story. The resolution is how the conflict is resolved or settled.



### LET'S PRACTICE

Below is an outline of a story about a boy named Chaim who is trying to get to school in time for his big test. Reorder the three statements in the right column to match up correctly with the beginning, middle, and end of the story.

Beginning

- A. Chaim got dressed and ate a good breakfast. He picked up his briefcase and headed outside but saw, to his dismay, that the bus was pulling away without him.

Middle

- B. With his heart pounding, Chaim raced back inside. When he explained the situation to his mother, she agreed to drive him to school, and he arrived just in time.

End

- C. Chaim woke up in the morning with butterflies in his stomach. He remembered that it was the day of his big test.

