

FICTION

4TH & 5TH GRADE

RL.4.4 / 5.4

FIGURATIVE LANGUAGE

poetry & prose



What's great for t
But they use the or
As I continue to c
She steps back to

What kind of noi
Oh if she made n
I'll be as angry
As cross as a c

T'll be as livid a



Name: _____ Date: _____

Picture Day

I got a new one today,
As big as can be,
I think it's the size of the Mediterranean Sea.

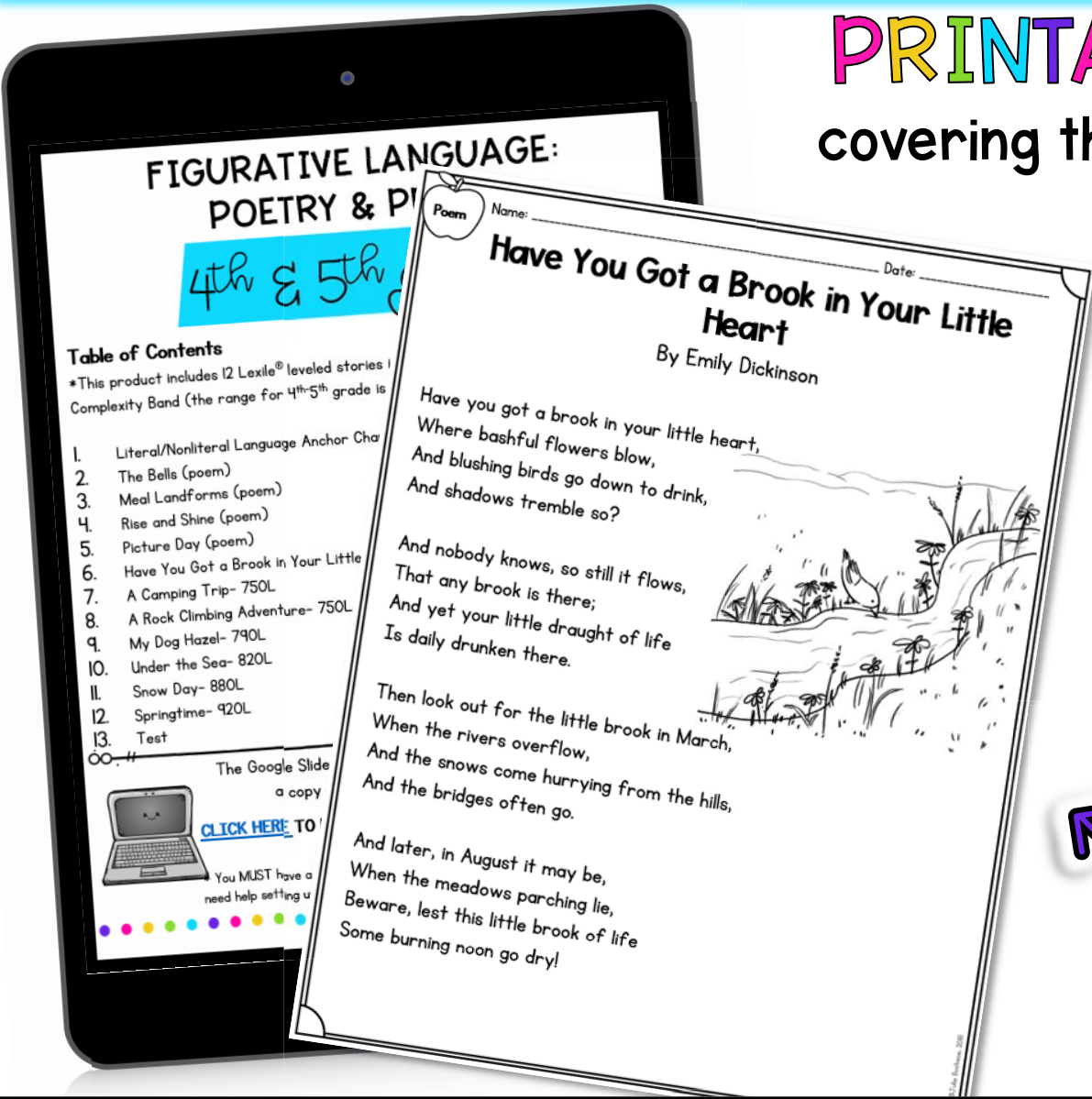
It's so tall I am thinking of charging for tickets up to the top,
Although then am I liable if it does pop?
With a bottom that's as red as a freshly picked rose,
And a top that is whiter than the North Pole when it snows.

Besides being tall, it's luscious and plump,
It just sits there like a giant speed bump,



WHAT'S INSIDE?

PRINTABLE PDFs and **DIGITAL** Google Slides covering the 4th and 5th grade text complexity band with Certified Lexile Levels.



- Anchor charts and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on nonfiction reading passages

Printable and
Google
Slides Included



QUESTIONS

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

Have You Got a Brook in Your Little Heart
By Emily Dickinson

Have you got a brook in your little heart,
Where bashful flowers blow,
And blushing birds go down
And shadows tremble so?
And nobody knows, so still it
That any brook is there;
And yet your little draught
Is daily drunken there.

Then look out for the little brook
When the rivers overflow,
And the snows come hurrying
And the bridges often go.

And later, in August it may be
When the meadows parching
Beware, lest this little brook
Some burning noon go dry!

Figurative Language
Answer the following questions. Underline the text evidence in the color she

1. What is the author referring to when he or she says, "Have you got a brook in your little heart"?

a. love
b. peace
c. hope
d. nature

2. Give two examples of personification the author uses. What is the purpose of the personification, and how do they contribute to the mood?

3. Read these lines from the poem.
"Beware, lest this little brook of life
Some burning noon go dry!"
What is the meaning of these lines?

a. Hope is always alive.
b. Nature is always peaceful.
c. Nature's beauty is fleeting.
d. Love doesn't always last forever.

ANCHOR CHARTS

- Anchor charts
- Use to introduce the skill
- Students reference throughout the unit
- Use in student journal as a reference



Figurative Language

Simile
Compares two things using the words *like* or *as*.
This pizza is as cold as ice.

Metaphor
Compares two things by saying one thing is another thing.

Onomatopoeia
Word that makes a sound.

Hyperbole
An exaggeration.

Personification
Giving human qualities to...

Words & Phrases

Literal Language
Means exactly what it says.

Example: My class went on a field trip to the zoo. We saw elephants.

Nonliteral Language/Figurative Language
The author uses language beyond its literal meaning. Figurative language often compares one thing to another. Authors use figurative language to help readers use their imagination.

Example: My class was a zoo. Kids were jumping around and yelling.

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 skill



820L Name: _____ Date: _____

Under the Sea

It was so early in the morning, but my eyes sprung open, ready to greet the day in front of me. I was so excited that I could feel the butterflies in my stomach. Why was I

Name: _____ Date: _____

Springtime

The very first hints of spring were in the air like the opening notes of a beautiful song. After months of winter's cold blanket of snow, seeing the tiny green sprouts of new plants emerge out my window was invigorating. As soon as I saw the warm rays of sunshine beating down on my crisp green grass, I knew that I simply had to get outside and take advantage of this fantastic weather.

I grabbed my bike and headed down the sidewalk. I started pedaling faster and faster until I was pretty certain that I was going to take off flying. I let myself imagine that I was winning some major international bike race. People would cheer my name, and I would be awarded a shiny gold medal when I crossed the finish line. **Splash!** Distracted by my daydream, I biked through a puddle. I didn't let it bother me a little muddy, but the sunshine felt so good for so long. **Whoosh!** The warm wind whipped a bird just let out of its cage. **I biked until the clouds.** Being outside on this glorious long cold stretch of winter might have

Figurative Language
Answer the following questions. Under the text evidence in the color shown.

1. Which of the following are examples of similes from the text? (Choose all that apply.)

a. "I could feel the butterflies in my stomach."
b. "I was so excited that I could feel the butterflies in my stomach."
c. "I might have gotten a little muddy, but the sunshine felt so good for so long."
d. "The warm wind whipped through my hair, and I felt as free as a bird just let out of its cage."

2. Give two examples of onomatopoeia the author uses. What is the purpose of the onomatopoeia?

3. Which of the following are examples of hyperbole from the text? (Choose all that apply.)

a. The author says, "I was going to take off flying."
b. The author says, "I was winning some major international bike race."
c. The author says, "People would cheer my name, and I would be awarded a shiny gold medal when I crossed the finish line."
d. The author says, "I was going to take off flying."

4. Give an example of hyperbole from the text. Why does the author use hyperbole?

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 nonfiction 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.

ABOUT LEXILE LEVELS

CERTIFIED LEXILE PARTNER

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

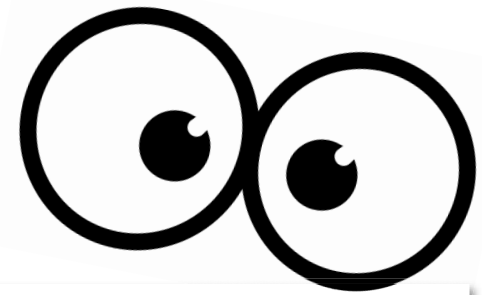
The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for 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 12th 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	190L-530L
2-3	420L-820L
4-5	740L-1140L
6-8	1060L-1460L

Keep in mind when using any leveled text that must support to reach text at the high end of their grade level. Common Core Standards, "It is important to re-examine the expectation that scaffolding built into the Standards' grade-by-grade text complexity movement, however, should be toward student independence both within and across the text complexity bands."

TAKE A PEEK



FIGURATIVE LANGUAGE: POETRY & PROSE

4th & 5th grade

Table of Contents

*This product includes 12 Lexile® leveled stories in the 4th-5th Grade Common Core Text Complexity Band (the range for 4th-5th grade is 740-1010).

1. Literal/Nonliteral Language Anchor Chart/Journal Page
2. The Bells (poem)
3. Meal Landforms (poem)
4. Rise and Shine (poem)
5. Picture Day (poem)
6. Have You Got a Brook in Your Little Heart (poem)
7. A Camping Trip- 750L
8. A Rock Climbing Adventure- 750L
9. My Dog Hazel- 790L
10. Under the Sea- 820L
11. Snow Day- 880L
12. Springtime- 920L
13. Test

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Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	190L-530L
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1185L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."

Figurative Language

Simile

Compares two things using the words *like* or *as*



This pizza is as cold as ice.

Metaphor

Compares two things by saying that one thing is another thing



Danny was a bear when he woke up.

Onomatopoeia

Word that makes a sound



Splash!

Hyperbole

An exaggeration



I'm so hungry that I could eat a horse!

Personification

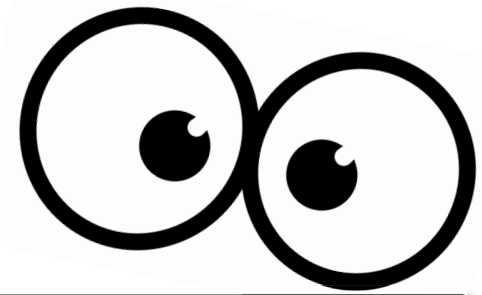
Giving human qualities to nonliving things



The leaves danced in the wind.



AND ANOTHER PEEK



Poem Name: _____ Date: _____

Have You Got a Brook in Your Little Heart

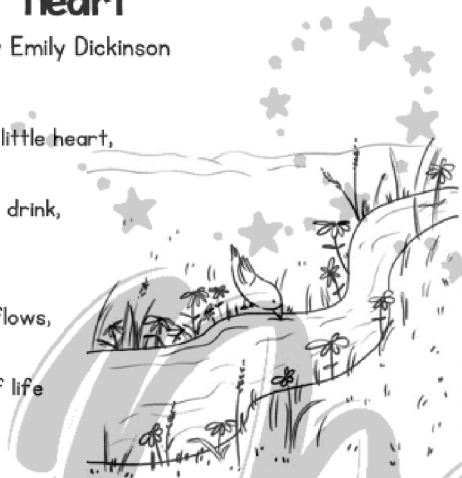
By Emily Dickinson

Have you got a brook in your little heart,
Where bashful flowers blow,
And blushing birds go down to drink,
And shadows tremble so?

And nobody knows, so still it flows,
That any brook is there,
And yet your little draught of life
Is daily drunken there.

Then look out for the little brook in March,
When the rivers overflow,
And the snows come hurrying from the hills,
And the bridges often go.

And later, in August it may be,
When the meadows parching lie,
Beware, lest this little brook of life
Some burning noon go dry!



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750L Name: _____ Date: _____

A Camping Trip

The sun's rays tickled my face as I opened my eyes. I was ready to greet the morning with a smile. I sat up in my sleeping bag and looked at the other people in my tent. I was the first one awake, so I headed out of the tent and decided to head on an adventure.

As I walked down the lush green trail, I heard the beautiful melodies of a chorus of songbirds. I heard the bubbling of an icy cold river racing past me. Splash! I picked up a small rock and tried to skip it across the water's surface. I kept walking, ready to see what other gifts nature had to offer me. A smattering of brightly colored flowers poked their heads through the grass.

I walked until my stomach started to growl, politely asking me to feed it some breakfast. I headed back to our campground and woke up my friends with the enthusiasm and excitement of a new puppy. I had a feeling in my heart. Today was going to be just perfect.



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Figurative Language

Answer the following questions. Underline the text evidence in the color shown.

1. What is the author referring to when he or she says, "Have you got a brook in your little heart"?

a. love
b. peace
c. hope
d. nature


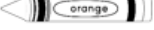
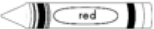

2. Give two examples of personification the author uses. What is the purpose of the personification, and how do they contribute to the mood?

3. Read these lines from the poem.

"Beware, lest this little brook of life
Some burning noon go dry!"

What is the meaning of these lines?

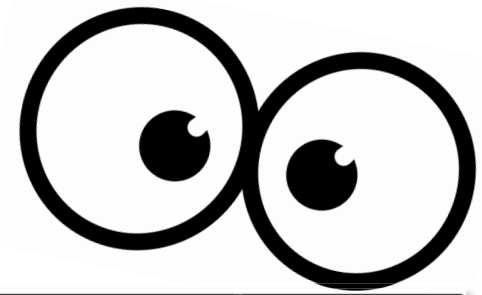
a. Hope is always alive.
b. Nature is always peaceful.
c. Nature's beauty is fleeting.
d. Love doesn't always last forever.



PREP

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CHECK THIS OUT TOO!



820L

Name: _____ Date: _____

Under the Sea

It was so early in the morning, but my eyes sprung open, ready to greet the day in front of me. I was so excited that I could feel the butterflies in my stomach. Why was I so awake? I was going snorkeling for the first time in my life, and I was so excited that I could barely stand it.

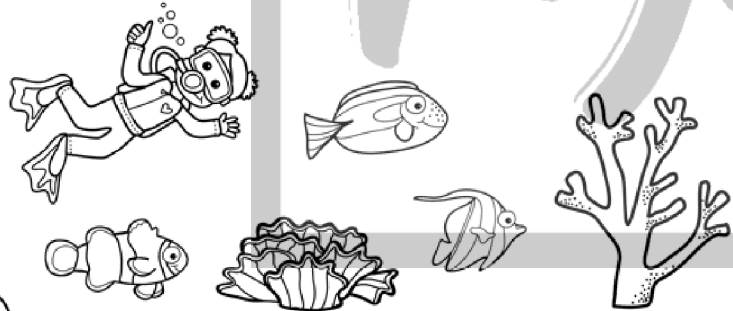
I woke up my entire family. My brother, who has never been a morning person, looked like a zombie. We all piled into our trusty old minivan and started driving toward the beach. I could smell the ocean before I could even see it. I've always loved the salty, fishy smell of the deep blue sea.

When we got to the beach, I unbuckled and ran toward the water so quickly that it was like I was running a race. The warm sand felt good on my feet. Ouch! I stepped on a seashell, but I wasn't going to let that ruin my perfect day.

My mom handed me a pair of goggles, a snorkel, and some swimming flippers, and I leapt into the water like an Olympic diver. I immediately put my face in the water, and it felt like I was swimming in an aquarium. Fish of all shapes, sizes, and colors swam underneath me.

As I floated, I was flying over a magical city inhabited only by fish. I stayed there in the water for what felt like days, certain that I would never get bored of this fascinating new world.

When my mom called me back to the shore, I reluctantly paddled back. Although this was my first time snorkeling, I knew for sure that it would not be my last time.



920L

Name: _____ Date: _____

Springtime

The very first hints of spring were in the air like the opening notes of a beautiful song. After months of winter's cold blanket of snow, seeing the tiny green sprouts of new plants emerge out my window was invigorating. As soon as I saw the warm rays of sunshine beating down on my crisp green grass, I knew that I simply had to get outside and take advantage of this fantastic weather.

I grabbed my bike and headed down the sidewalk. I started pedaling faster and faster until I was pretty certain that I was going to take off flying. I let myself imagine that I was winning some major international bike race. People would cheer my name, and I would be awarded a shiny gold medal when I crossed the finish line. Splash! Distracted by my daydream, I biked through a puddle. I didn't let it bother me. I might have gotten a little muddy, but the sunshine felt so good on my skin after being trapped inside for so long. Whoosh! The warm wind whipped through my hair, and I felt as free as a bird just let out of its cage. I biked until the sun started to sneak back behind the clouds. Being outside on this glorious spring day felt so good that enduring the long cold stretch of winter might have been worth it.



Figurative Language

Answer the following questions. Underline the text evidence in the color shown.

1. Which of the following are examples of similes from the text? (Choose all that apply.)



- a. "The very first hints of spring were in the air like the opening notes of a beautiful song."
- b. "After months of winter's cold blanket of snow, seeing the tiny green sprouts of new plants emerge out my window was invigorating."
- c. "I might have gotten a little muddy, but the sunshine felt so good on my skin after being trapped inside for so long."
- d. "The warm wind whipped through my hair, and I felt as free as a bird just let out of its cage."

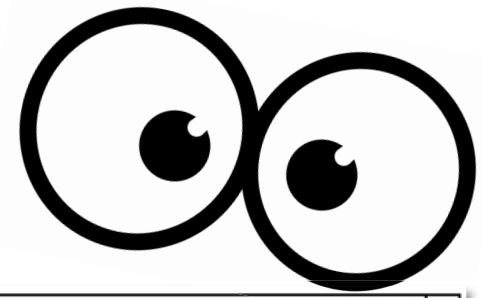
2. Give two examples of onomatopoeia the author uses. What is the purpose of the onomatopoeia?



3. Give an example of hyperbole from the text. Why does the author use hyperbole?



UPGRADE THEIR SKILLS!



Poetry Name: _____ Date: _____

TEST: Poetry

Fog by Carl Sandburg

The fog comes
on little cat feet.

It sits looking
over harbor and city
on silent haunches
and then moves on.

1. How does Carl Sandburg use personification in this poem? Give two examples from the text. What is the purpose of the personification, and how do they contribute to the mood?

2. Read the following lines from "Roses".

"They would fall as light
As feathers, smelling sweet;"

What is the poet describing in these lines?

- a. a rose garden
- b. feathers blowing in the wind
- c. rain falling gently from the sky
- d. roses falling from the sky like feathers

Roses by George Eliot

You love the roses - so do I. I wish
The sky would rain down roses, as they rain
From off the shaken bush. Why will it not?
Then all the valley would be pink and white
And soft to tread on. They would fall as light
As feathers, smelling sweet; and it would be
Like sleeping and like waking, all at once!

880L Name: _____ Date: _____

TEST: Snow Day

I rolled over in bed, not quite ready to leave my warm haven or to take on the day that was ahead of me. I looked out my frosted window and saw fresh snow piled into a thick white blanket. Could it be? I tried not to get too excited as I tiptoed down the stairs to check the television. My heart soared as I heard confirmation from my favorite weatherman; today was a snow day! I climbed back into bed for a few more delightful hours of sleep. When I woke up, my mom greeted me with a huge mug of hot chocolate topped with pillows of marshmallows. As soon as I was done, I bundled myself into my warmest clothes and got ready to brave the great outdoors.

The snow was heavy and sticky, which meant that it would be absolutely perfect for building a snowman. I ran down the cul-de-sac, knocking on doors and recruiting my neighbors before getting to work on our project. We collected handfuls of the frosty snow and rolled them into a body and head for our snowman. Carefully, we finished our work of art with dark pebbles for a face and long sticks for arms. I felt like a proud parent as I looked upon my creation. This snow day had been picture-perfect.

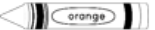


Figurative Language


Answer the following questions. Underline the text evidence in the color shown.

1. Which of the following are examples of personification from the text? 

- a. "I looked out my frosted window and saw fresh snow piled into a thick white blanket."
- b. "My heart soared as I heard confirmation from my favorite weatherman; today was a snow day!"
- c. "I bundled myself into my warmest clothes and got ready to brave the great outdoors."
- d. "The snow was heavy and sticky, which meant that it would be absolutely perfect for building a snowman."

2. Give two examples of metaphors the author uses. What is the purpose of the metaphors? 

3. What does it mean when the author states, "I felt like a proud parent as I looked upon my creation"?

- a. The narrator is thankful for the snow day. 
- b. The narrator knows that his or her parents will be pleased.
- c. The narrator is delighted of the snowman he or she built.
- d. The narrator is excited to show his or her parents the snowman he or she built.

UPGRADE THEIR SKILLS!

The [FIGURATIVE LANGUAGE SKILL PACK](#)
Contains:

- Reading Comprehension Passage Unit
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- Digital Mini-Lessons
- Guided Reading Packet
- Printable Task Cards
- Boom Learning Task Cards



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- ★ more than 250 Lexile-leveled passages
- ★ anchor charts
- ★ questions focused on skills for each standard