

FICTION

6TH GRADE

RL.6.4

WORD CHOICE & FIGURATIVE LANGUAGE



in literature

Why do you think an author would compare a rug to a blanket? It's not likely that the rug is fuzzy and covers her son's body. However, the author wants us to know that the hug is warm and comforting.

Readers identify which ideas are being compared and what they have in common. They also consider the feelings that words create to better understand what the author is trying to say.

Word Choice

150L

150L

Word Choice

Name: _____ Date: _____

An Adventure Awaits

My wasn't the last week of May. It didn't have that feeling of anticipation and excitement of a summer spent with best friends. It was just a regular week, and it definitely didn't feel rewarding. Jamie didn't sign up for a class picnic to celebrate the accomplishments of her class. Rather, Jamie left school that living November day with a stomach that felt like it was being squeezed. She walked out of Francis Granger Middle School, leaving a thought to herself, this day doesn't even have to be so sad. Jamie trudged home, her backpack a heavy weight on her shoulders. She had decided to take a new job in the city's name out of a prank on her and her older brother. She was a very real place, and her mom was the only home that Jamie had.

Word Choice

150L

150L

Word Choice

Name: _____ Date: _____

How Words Change Tone & Mood

When reading a piece of literature or poetry, the little things matter. As readers, it's our job to pay attention to the words an author uses in their writing. Words affect meaning and establish the tone, or attitude of the narrator or speaker. Word choice is also important because it can create the mood, or atmosphere, in a story or poem.

Read the poem below, paying close attention to the poet's choice of action verbs and descriptive words.

Sweaty hands. Blinding lights,
The spotlight shining in my eyes.
I spot my parents in the crowd...
Seeing their smiling faces drowns out the long
My mind calms down, I can focus now.
I am here to spell my heart out.
How I would love to make...

Circle words in each line that help you understand the mood or atmosphere.

Read the chart below to help you understand the mood or atmosphere.

Lines

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

31

32

33

34

35

36

37

38

39

40

41

42

43

44

45

46

47

48

49

50

51

52

53

54

55

56

57

58

59

60

61

62

63

64

65

66

67

68

69

70

71

72

73

74

75

76

77

78

79

80

81

82

83

84

85

86

87

88

89

90

91

92

93

94

95

96

97

98

99

100

101

102

103

104

105

106

107

108

109

110

111

112

113

114

115

116

117

118

119

120

121

122

123

124

125

126

127

128

129

130

131

132

133

134

135

136

137

138

139

140

141

142

143

144

145

146

147

148

149

150

151

152

153

154

155

156

157

158

159

160

161

162

163

164

165

166

167

168

169

170

171

172

173

174

175

176

177

178

179

180

181

182

183

184

185

186

187

188

189

190

191

192

193

194

195

196

197

198

199

200

201

202

203

204

205

206

207

208

209

210

211

212

213

214

215

216

217

218

219

220

221

222

223

224

225

226

227

228

229

230

231

232

233

234

235

236

237

238

239

240

241

242

243

244

245

246

247

248

249

250

251

252

253

254

255

256

257

258

259

260

261

262

263

264

265

266

267

268

269

270

271

272

273

274

275

276

277

278

279

280

281

282

283

284

285

286

287

288

289

290

291

292

293

294

295

296

297

298

299

300

301

302

303

304

305

306

307

308

309

310

311

312

313

314

315

316

317

318

319

320

321

322

323

324

325

326

327

328

329

330

331

332

333

334

335

336

337

338

339

340

341

342

343

344

345

346

347

348

349

350

351

352

353

354

355

356

357

358

359

360

361

362

363

364

365

366

367

368

369

370

371

372

373

374

375

376

377

378

379

380

381

382

383

384

385

386

387

388

389

390

391

392

393

394

395

396

397

398

399

400

401

402

403

404

405

406

407

408

409

410

411

412

413

414

415

416

417

418

419

420

421

422

423

424

425

426

427

428

429

430

431

432

433

434

435

436

437

438

439

440

441

442

443

444

445

446

447

448

449

450

451

452

453

454

455

456

457

458

459

460

461

462

463

464

465

466

467

468

469

470

471

472

473

474

475

476

477

478

479

480

481

482

483

484

485

486

487

488

489

490

491

492

493

494

495

496

497

498

499

500

501

502

503

504

505

506

507

508

509

510

511

512

513

514

515

516

517

518

519

520

521

522

523

524

525

526

527

528

529

530

531

532

533

534

535

536

537

538

539

540

541

542

543

544

545

546

547

548

549

550

551

552

553

554

555

556

557

558

559

560

561

562

563

564

565

566

567

568

569

570

571

572

573

574

575

576

577

578

579

580

581

582

583

584

585

586

587

588

589

590

591

592

593

594

595

596

597

598

599

600

601

602

603

604

605

606

607

608

609

610

611

612

613

614

615

616

617

618

619

620

621

622

623

624

625

626

627

628

629

630

631

632

633

634

635

636

637

638

639

640

641

642

643

644

645

646

647

648

649

650

651

652

653

654

655

656

657

658

659

660

661

662

663

664

665

666

667

668

669

670

671

672

673

674

675

676

677

678

679

680

681

682

683

684

685

686

687

688

689

690

691

692

693

694

695

696

697

698

699

700

701

702

703

704

705

706

707

708

709

710

711

712

713

714

715

716

717

718

719

720

721

722

723

724

725

726

727

728

729

730

731

732

733

734

735

736

737

738

739

740

741

742

743

744

745

746

747

748

749

750

751

752

753

754

755

756

757

758

759

760

761

762

763

764

765

766

767

768

769

770

771

772

773

774

775

776

777

778

779

780

781

782

783

784

785

786

787

788

789

790

791

792

793

794

795

796

797

798

799

800

801

802

803

804

805

806

807

808

809

810

811

812

813

814

815

816

817

818

819

820

821

822

823

824

825

826

827

828

829

830

831

832

833

834

835

836

837

838

839

840

841

842

843

844

845

846

847

848

849

850

851

852

853

854

855

856

857

858

859

860

861

862

863

864

865

866

867

868

869

870

871

872

873

874

875

876

877

878

879

880

881

882

883

884

885

886

887

888

889

890

891

892

893

894

895

896

897

898

899

900

901

902

903

904

905

906

907

908

909

910

911

912

913

914

915

916

917

918

919

920

921

922

923

924

925

926

927

928

929

930

931

932

933

934

935

936

937

938

939

940

941

942

943

944

945

946

947

948

949

950

951

952

953

954

955

956

957

958

959

960

961

962

963

964

965

966

967

968

969

970

971

972

973

974

975

976

977

978

979

980

981

982

983

984

985

986

987

988

989

990

991

992

993

994

995

996

997

998

999

1000

1001

1002

1003

1004

1005

1006

1007

1008

1009

1010

1011

1012

1013

1014

1015

1016

1017

1018

1019

1020

1021

1022

1023

1024

1025

1026

1027

1028

1029

1030

1031

1032

1033

1034

1035

1036

1037

1038

1039

1040

1041

1042

1043

1044

1045

1046

1047

1048

1049

1050

1051

1052

1053

1054

1055

1056

1057

1058

1059

1060

1061

1062

1063

1064

1065

1066

1067

1068

1069

1070

1071

1072

1073

1074

1075

1076

1077

1078

1079

1080

1081

1082

1083

1084

1085

1086

1087

1088

1089

1090

1091

1092

1093

1094

1095

1096

1097

1098

1099

1100

1101

1102

1103

1104

1105

1106

1107

1108

1109

1110

1111

1112

1113

1114

1115

1116

1117

1118

1119

1120

1121

1122

1123

1124

1125

1126

1127

1128

1129

1130

1131

1132

1133

1134

1135

1136

1137

1138

1139

1140

1141

1142

1143

1144

1145

1146

1147

1148

1149

1150

1151

1152

1153

1154

1155

1156

1157

1158

1159

1160

1161

1162

1163

1164

1165

1166

1167

1168

1169

1170

1171

1172

1173

1174

1175

1176

1177

1178

1179

1180

1181

1182

1183

1184

1185

1186

1187

1188

1189

1190

1191

1192

1193

1194

1195

1196

1197

1198

1199

1200

1201

1202

1203

1204

1205

1206

1207

1208

1209

1210

1211

1212

1213

1214

1215

1216

1217

1218

1219

1220

1221

1222

1223

1224

1225

1226

1227

1228

1229

1230

1231

1232

1233

1234

1235

1236

1237

1238

1239

1240

1241

1242

1243

1244

1245

1246

1247

1248

1249

1250

1251

1252

1253

1254

1255

1256

1257

1258

1259

1260

1261

1262

1263

1264

1265

1266

1267

1268

1269

1270

1271

1272

1273

1274

1275

1276

1277

1278

1279

1280

1281

1282

1283

1284

1285

1286

1287

1288

1289

1290

1291

1292

1293

1294

1295

1296

1297

1298

1299

1300

1301

1302

1303

1304

1305

1306

1307

1308

1309

1310

1311

1312

1313

1314

1315

1316

1317

1318

1319

1320

1321

1322

1323

1324

1325

1326

1327

1328

1329

1330

1331

1332

1333

1334

1335

1336

1337

1338

1339

1340

1341

1342

1343

1344

1345

1346

1347

1348

1349

1350

1351

1352

1353

1354

1355

1356

1357

1358

1359

1360

1361

1362

1363

1364

1365

1366

1367

1368

1369

1370

1371

1372

1373

1374

1375

1376

1377

1378

1379

1380

1381

1382

1383

1384

1385

1386

1387

1388

1389

1390

1391

1392

1393

1394

1395

1396

1397

1398

1399

1400

1401

1402

1403

<

WORD CHOICE & FIGURATIVE LANGUAGE

6th grade

Table of Contents

*This product includes 12 Lexile[®] leveled stories in the 6th Grade Common Core Text Complexity Band (the range for 6th grade is 925-1185).

1. Figurative Language & Connotation Journal Page/Anchor Chart
2. How Words Change Tone and Mood Journal Page/Anchor Chart
3. Wheels in the Water - 930L
4. The Monster Under the Bed - 940L
5. Testing Out - 960L
6. ETs in the Department Store - 960L
7. At Odds - 970L
8. Cold as Ice - 990L
9. Peer Mediator - 1050L
10. An Adventure Awaits - 1150L
11. Two Dreams - Poetry
12. Life on a Board - Poetry
13. Test
 - Tom - Poetry
 - Oscar's Big Break - 960L



ABOUT LEXILE LEVELS



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	N/A
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 & Connotation

Would you rather come across a pile of treasure or a pile of junk? The nouns have similar meanings, but each has a different **connotative meaning**, the feeling suggested by a word or phrase. *Treasure* connotes value, while *junk* connotes worthlessness.

Writers also use words in creative ways to produce interesting effects. This type of language is called **figurative language**. Figurative meanings are different from the literal meanings of the words.

Read the following chart to learn about some different types of figurative language.

Figurative Language	Definition	Example
simile	a comparison using <i>like</i> or <i>as</i>	Her cat is sweet as sugar.
metaphor	a comparison that doesn't use <i>like</i> or <i>as</i>	This school is a zoo.
personification	giving human qualities to something nonhuman	The skates danced across the ice.

Complete the chart below using your knowledge about figurative language.

Figurative Language	Example
Simile	Her hair is soft as silk.
Simile	Grandpa said our room is like a pigsty, so we're grounded until it's clean.
Metaphor	The tired car sputtered to a halting stop.
Metaphor	My mom's hug is a blanket that comforts me when I'm scared.
Personification	A cat scampered up the tree, causing the elm's leaves to shake and shimmy.
Personification	Jacob is so nice; he's a walking teddy bear.

Why do you think an author would compare a hug to a blanket? It's not likely that the hug is fuzzy and covers her son's body. However, the author wants us to know that the hug is warm and comforting.

Readers identify which ideas are being compared and what they have in common. They also consider the feelings that words create to better understand what the author is trying to say.

How Words Change Tone & Mood

When reading a piece of literature or poetry, the little things matter. As readers, it's our job to pay attention to the words an author uses in their writing. Words affect meaning and establish the **tone**, or attitude of the narrator or speaker. Word choice is also important because it can create the mood, or atmosphere, in a story or poem.

Read the poem below, paying close attention to the poet's choice of action verbs and descriptive words.

Sweaty hands. Blinding lights,
The spotlight shining in my eyes.
I spot my parents in the crowd...
Seeing their smiling faces drowns out the loud.
My mind calms down, I can focus now
I am here to spell my heart out
How I would love to make them proud.

Circle words in each line that help you understand the speaker's feelings.

Read the chart below to help you analyze the poet's word choices in each line.

Lines	Words with Positive Meaning	Words with Negative Meaning
1-2		sweaty, blinding
3-4	smiling	drowns, loud
5-7	calms, focus, heart, love, proud	

In the same way that artists pay attention to the smallest details when creating a scene, authors pay attention to each word when they write poems and stories. In this poem, the poet uses words to show how the speaker's attitude changes when they see their parents in the crowd. Analyzing an author's choice of words will help you understand a text's meaning, mood,

Word Choice

The narrator uses a simile to describe how the river looks in paragraph 8. Which statement best describes what the river looks like?

- a. It is rough and choppy.
- b. It is muddy and brown.
- c. It is full of fish and boats.
- d. It is smooth and calm.

In paragraph 8, the narrator writes, "The river was like a giant's open mouth." Which statement best describes the narrator's purpose for using this simile?

This personification helps the reader visualize the river's size and power.

Word Choice

Answer the following questions. Circle the correct answer.

1. Which words from the excerpt best describe Jamie's feelings about moving before school?

- a. sadness, fear, and worry
- b. daunting, stormy, and uncertain
- c. excitement, anticipation, and hope
- d. open, smile, and relief

2. Read this excerpt from the story.

Okay, Chattanooga, open your arms. I hope you're ready for me.

Which statement best describes the effect of the excerpt on the story?

- a. It hints at how Jamie feels about moving.
- b. It instills a sense of hope in the reader.
- c. It provokes a strong emotional response.
- d. It creates a mood of excitement.

3. Identify the metaphor in the excerpt. How do they help show Jamie's feelings?

The metaphor in the excerpt is "Okay, Chattanooga, open your arms. I hope you're ready for me." This metaphor compares the city of Chattanooga to a person with open arms, suggesting that Jamie is excited and hopeful about moving to a new place.

1150L

Word Choice

Name: _____ Date: _____

5. Jamie had slowly become accustomed to her room that now felt as empty as her brain did during her final math test. With her room all packed up, it was time to pack the other room assigned to her--the attic. Jamie had been putting this off until the absolute last minute.

6. But when she finally got through the cobwebby, hasn't-been-used-for-years attic, she was stand still for a moment and it had been years since Jamie had seen her dad's old adventure collection.

7. Worn rock climbing harness, mountain bike covered in equal parts rust and paint, tent that Jamie vaguely remembered. These mementos flooded her mind with memories of the time she spent at the lake, memories of her dad's stories of learning the news of the world.

8. Jamie sat in the middle of the attic, helmet in her lap. Her mom had moved like streams of glass, how she felt, and how she would be sure to be outside.

9. The day before Jamie's dad left for what would be his first kayaking trip, he reminded her of his favorite piece of advice--that is about saying yes and being open to opportunities, people, and places. That unexpected adventure comes when you embrace new possibilities with a wide smile and open arms. "Okay, Chattanooga, open your arms. I hope you're ready for me."

1150L

Word Choice

Name: _____ Date: _____

An Adventure Awaits



1. Today wasn't the last week of May. It didn't have that feeling of sweaty excitement and anticipation of a summer spent with best friends. It didn't feel complete, and it definitely didn't feel rewarding. Jamie didn't sign any yearbooks or have a class picnic to celebrate the accomplishments of her and her classmates. Rather, Jamie left school that biting November day with a gut-wrenching feeling in the pit of her stomach. She left school knowing that it would be the last day she walked out of Francis Granger Middle School, leaving all the memories and hopes she had for the school year behind.

2. Ya know, Jamie thought to herself, this day doesn't even have to be this crummy. But not only do I have to leave this school and my friends forever--I have to go home and pack. Jamie trudged home, her backpack a sack of bricks, as a looming mix of sadness and fear weighed her down.

3. Jamie had lived her entire thirteen years of life in Rochester, New York. Her mom was a college professor who decided to take a new job in Chattanooga, Tennessee. When Jamie's mom first said the city's name out loud, Jamie refused to believe that ridiculous-sounding Chattanooga was a real place--her mom was obviously pulling a prank on her and her older brother. But no, no joke. Turns out Chattanooga is a very real place, and her mom was certainly not joking.

4. The news finally sunk in as moving boxes began to appear and become full with all the items that had filled the only home that Jamie knew. Every finished, taped-up box jabbed Jamie, reminding her of the impending move-out date.

990L

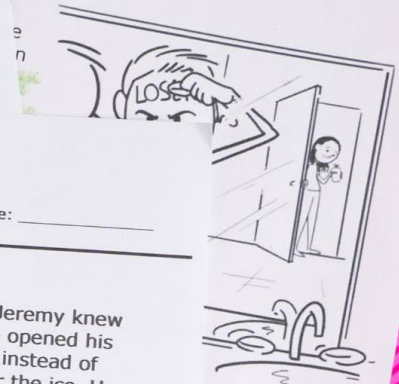
Word Choice

Name: _____

Date: _____

Cold as Ice

1. Jeremy scrubbed with all his might at the word LOSER that the school-grade posted on the eff



990L

Word

990L

Word Choice

Name: _____

Date: _____

13.

Trevor walked to the lake; ice skates tied to his feet. Jeremy knew Trevor was out to capture his embarrassing footage, so he opened his mouth to protest. But to Jeremy's surprise, instead of falling on his butt, Trevor began to glide over the ice. He glided across the lake, his dark figure like a shadow against the white ice. Trevor moved into a dance-like glide with beautiful movements and

Trevor's ice dancing had cast on him a shadow that was beginning of another turn, but he lost his footing, his legs

slid off the ice. He had a humiliating fall on camera. He had a smug smile. Trevor's anxious

face said desperately, "you can't

play sports, but I really just want

to go in that direction, not giving Trevor a

chance to accomplish. He had already uploaded the video to the internet. He said in the bathroom that morning, "I've had bad things inside of them. But I don't want to post the embarrassing video

on the bottom of his screen for the rest of his life. He had always been Trevor's thing, not just something that someone loved, even

after Jeremy finally disappeared.

took. No
going to get

voice,
cool while
being small
big for his

been in
the

clear

into

thankful
clear

John Becker

Word Choice

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

1. Which type of figurative language does the author use in paragraph one?

- a. metaphor
- b. personification
- c. simile
- d. no figurative language

2. Which words from the story best help you understand Jeremy?

- a. punching bag, small, excelled
- b. revenge, distracted, hockey
- c. scarf, snow, bathroom
- d. marker, trash, screen

3. Explain how the author's choice of words help create a reflective tone at the end of the story. Cite examples from the text to support your answer.

The author's choices of words helped to create a reflective tone at the end of the story by showing that Jeremy was happy about his actions and what his choice of behavior was. He said about him, "Jeremy clicked the trash icon on the bottom of his screen for the fourth time. Destructive. He had always been Trevor's thing, not Jeremy's. It was interesting in being something that someone loved, even if they maybe deserved it."

John Becker

Word Choice

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

1. What tone does the author's word choice create in paragraph 3?
a. humility
b. disgust
c. perfectionism
d. disdain
2. In paragraph 10, what connotation does the word muck have?
a. effort
b. disorganize
c. forgetful
d. messing

960L

Word Choice

Name: _____

960L

Word Choice

Name: _____

Date: _____

Test: Oscar's Big Break

1. Mr. Tenney, my drama instructor, was always telling us that we could never know who was watching at any given time. For that reason, he said it would be hard to say when or where any of us might be discovered. After all, talent scouts and movie producers visited the grocery store, too.
2. I thought he made a valid point.
3. Which was why I never left the house without the following:
 1. Natural-looking makeup (yes, even when it's cloudy)
 2. Big sunglasses that is on point
 3. Clothing that is on point
 4. heads turns and jaws drop. Aka, the "it" factor.

8. "Oscaaaaa"
because of the clou
neighbor's yard an
chattering, his bu

9. "Oscar,
one hundred pe

10. Of co
landing knee-

11. For
licked my fa
discovered

12. "
glanced i
dog?"

13. "
out of

14. "
dow
int

15. "
g

It was four o'clock on a Sunday, though, so I had one other thing with me that afternoon, and that was my dog, Oscar. He was fifteen and looked quite peculiar with his fur stuck up and, due to a few missing teeth, his tongue sort of lolled out of one side of his goofy, snaggle-toothed smile. This, of course, made him a little style-cramping, if you know what I mean. Think electrocuted Muppet and you've got the general idea of what I was dealing with here. Still, I loved him to death and he was the only pet our family had, so I was just going to have to do what Mr. Tenney said and work with what I had for today's walk.

We stepped out the door and into the arid but dreary afternoon. I took a deep breath and straightened my A-lister glasses before brushing my curls over one shoulder in my practiced, shampoo-commercial sweep.

I was about to take my first step out onto the sidewalk when Oscar bolted forward, charging after a squirrel fast as lightning, causing his leash to slip from my grasp.

"Oscar!" I screeched, sprinting after him, my platform flip-flops scuffing down the sidewalk. I wasn't about to catch him with them on, though, so I paused to toss them. Barefoot now, I raced down the street after Oscar, who shouldn't have been able to run so fast given that he was, like, a million and a half years old.

Wheels in the Water

1. Faster, faster, faster! Our ATV raced down the very steep, very grassy hill--straight down it. We're thirteen-year-old adrenaline-seekers who just started summer break, and it's the first weekend at the lake house. Of course the first thing we had to do was run to the garage, grab the keys, and hop on the ATVs.

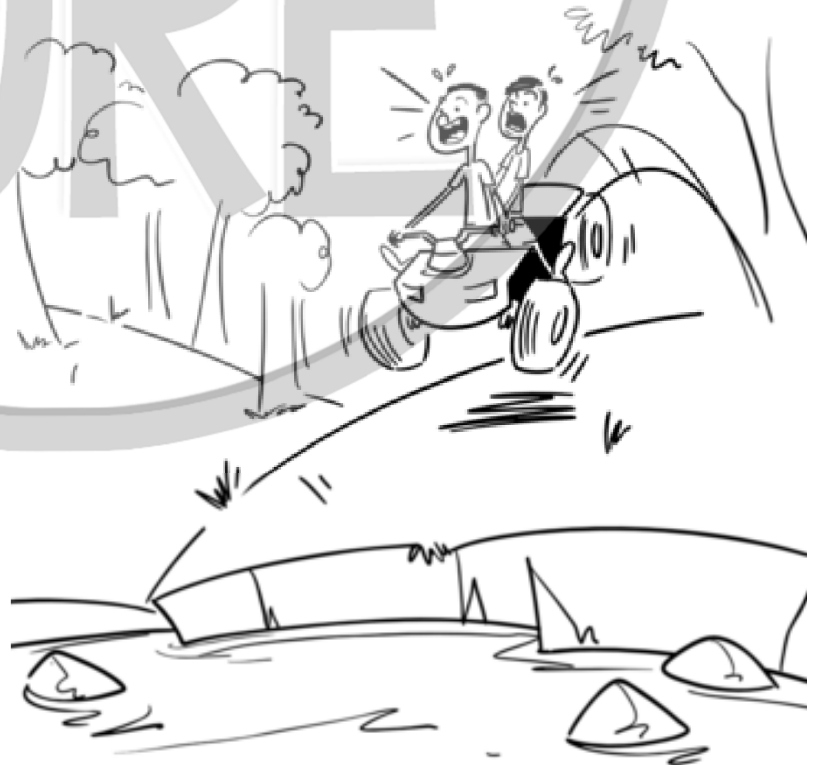
2. We let all that pent-up energy loose on the gas lever, causing Clayton and I to fly down that hill, the feeling we had been anticipating for weeks. We were so caught up in it, in fact, that Clayton was either not quite aware of his surroundings or forgot how to use the brake lever. Either way, before our eyes and brains had time to process what was happening, we and the ATV were in the lake. Yes, our ATV--a motorized, wheeled vehicle--and its driver and passenger were floating in a large body of water.

3. Clayton and I scrambled out of the ATV, climbing the rocky shore to get back to land. A million and one thoughts raced through my head. Do we tell our parents? How do we get it out? Can we get it out without telling our parents? How long do we have before it floats away for good? Or before it sinks? This thing is heavy; there's no way the two of us are pulling it out alone.

4. Clayton was the first one to speak. "Let's use the golf cart," he blurted out, matter-of-factly. I didn't have a better solution.

5. "Okay, let's go," I responded. Sounded good to me.

6. We sprinted up the hill, knowing that every second we wasted was another second the ATV was getting deeper into the lake. Back in the garage, another set of keys, another set of wheels. Clayton drove, again. I sat passenger. This time, not whooping and yelling to go as fast as he can. We split out of the garage, us and the golf cart making the short trek to the lake.



7. Down at the water's edge, the ATV was absolutely inching its way to the middle of the lake. We tied some rope to the back of the golf cart, and Clayton climbed down into the water, wading in knee-high lake water to get to the ATV so he could tie it to the ATV's rack. The vehicles tied together, we hopped back in the golf cart, hoping to use the golf cart's power to pull the ATV out of the lake.

8. The problem was the rope wasn't very long. In order to attach the golf cart and the ATV, we had to bring the golf cart down to the lake's steep, rocky edge. The rocks were big and made for unstable footing. Not stable for humans or vehicles.

9. So unstable, in fact, that as Clayton hit the golf cart's gas pedal, the movement from its wheels pushed the rocks that the golf cart stood on down into the water. As the rocks splashed down into the water, the golf cart went down with them.

10. No, the golf cart didn't go up the embankment. It didn't make its way to the grass, and it certainly did not pull the ATV back to dry land. Far from it. Now, instead of just the ATV's four wheels being in the water, the golf cart floating on top of Lake Carroll made the wheel count a combined eight.

11. We scrambled out of another vehicle that had found a new home in the water. Let me tell you, a golf cart and an ATV floating in a lake is quite the sight. Terrifying because you know you're about to be in more trouble than you've ever been in in the history of your life, but it does look pretty funny.

13. Clayton and I looked at each other, knowing it was time to get a parent. We didn't even have time to run up the steps leading from the dock to the house, because as we turned around to head up the stairs, Mr. Brunjten, Clayton's dad, came running down them with angry, heavy steps. "Claytooooooon!!!" He hollered, loud enough to wake whatever fish were sleeping at the bottom of the lake. My dad wasn't far behind Clayton's. We stood there, mortified, waiting to meet our fate. Maybe we should have gotten our parents when there was only one vehicle in the water.



Word Choice

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

1. How does the speaker feel about their weekend at the lake house?



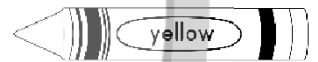
- a. It is only fun in the summer.
- b. It is home to a lot of wildlife.
- c. It couldn't come soon enough.
- d. It is in the perfect location.

2. Which word from the story best describes the story's mood?

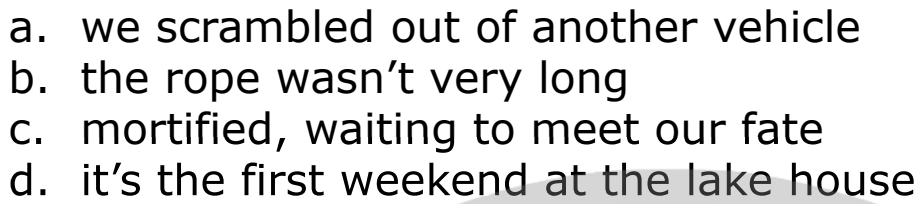


- a. scrambled
- b. unstable
- c. mortified
- d. terrifying

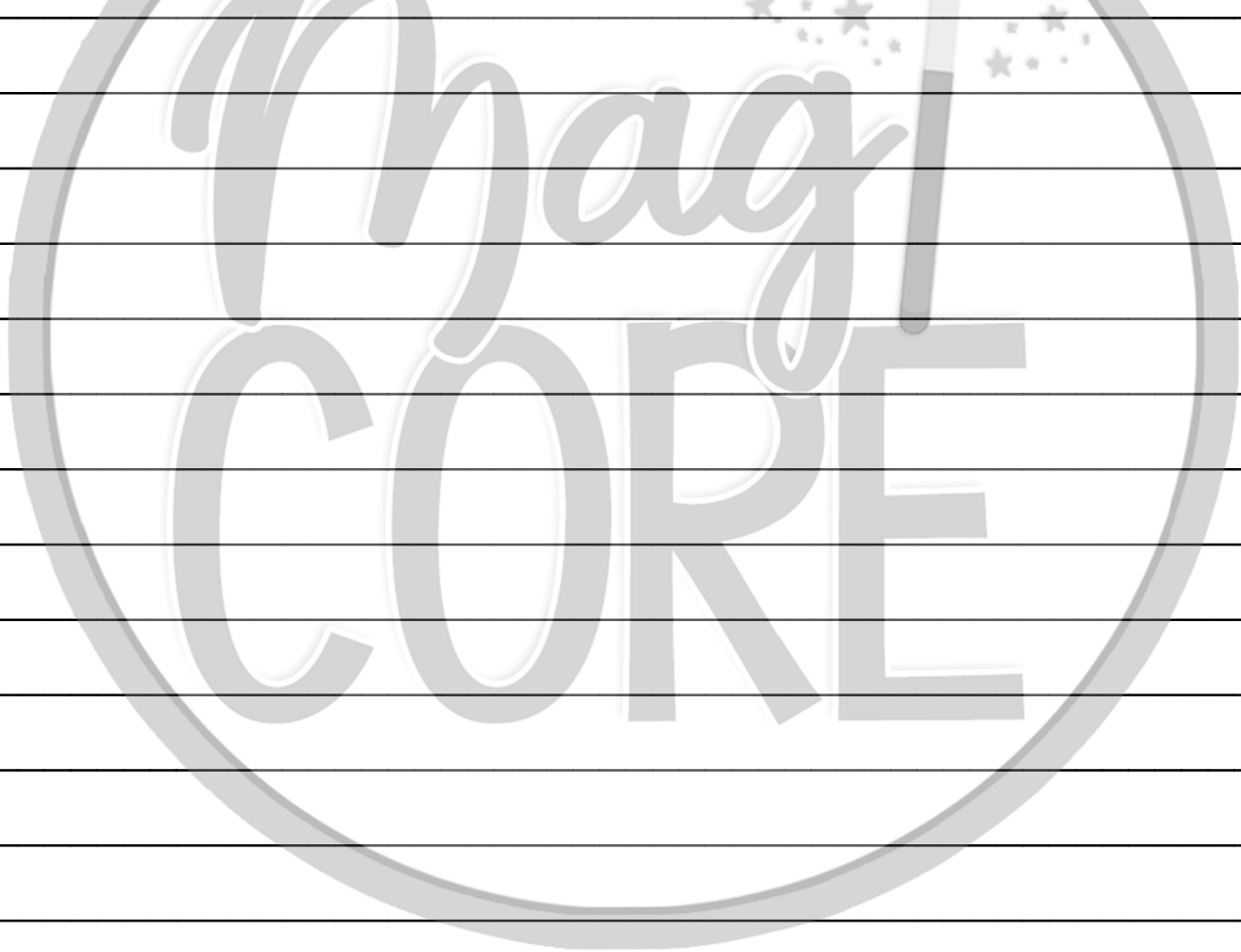
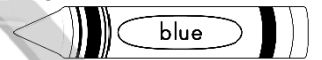
3. In paragraph 7, the narrator says, "Down at the water's edge, the ATV was absolutely inching its way to the middle of the lake." How does this personification help describe the situation? Use evidence from the text in your response.



4. Which group of words from the story best describes the change in mood?



5. What words does the author use in paragraph 11 to invoke a sense of humor in the story? Use specific examples in your response.



Two Dreams

On the first page of my dream book
Was a sun that was yours and mine; we shared it.
It shone over both of us,
Highlighting us equally
We both stood shimmering, like the pulsing shimmer of a hummingbird
Basking in the warmth and the glory of success.
Our togetherness propelled us further
Soaring higher than possible for one
An unstoppable team, an unbreakable link.

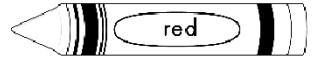
On the first page of your dream book
Was a sun that was yours; yours alone.
It shone a spotlight on you,
Highlighting your accomplishments and achievements
You stood shimmering, like the sun-tipped waves of a vast ocean
Basking in the warmth and the glory of success.
It covered you
Made you feel whole
Happy to leave behind a friend.



Word Choice

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

1. Why did the author use the word *highlighting*, which can mean “to spotlight,” in line 4?



- a. It emphasizes the idea that both people would be recognized for their work.
- b. It suggests that the narrator always wanted to work alone.
- c. It illustrates that both characters had the same aspirations.
- d. It shows how hurt the narrator is because he did most of the work.

2. The speaker uses a metaphor to describe the duo in line 9. Which statement best explains why the author uses that metaphor?



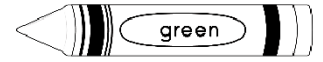
- a. They are very resilient because they are made of metal.
- b. They are patient despite their circumstances.
- c. They are a pair that is bonded together.
- d. They are ending their partnership because one person wasn't working hard enough.

3. Explain how the poet's choice of words helps create a disappointed tone. Cite examples from the text to support your explanation.



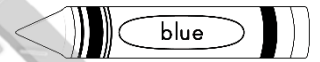
Word Choice

4. In line 8, what connotation does the word *soaring* add to the first stanza?



- a. loneliness
- b. weakness
- c. success
- d. confusion

5. What tone does the author's word choice create in stanza 1? Use text evidence to support your answer.



Handwriting practice lines for the answer to question 5.

Terms of Use



How Can I Use This Resource?

Thank you for trusting MagiCore. Our mission is to create resources that support teachers and promote student success. Please note that this resource is licensed for use by a single teacher in a classroom setting. If you need to use this resource with more than one teacher and/or across multiple classrooms, additional licenses are available at a discount. You can purchase additional licenses by visiting your TPT "Purchases" page and then selecting "Download Additional Licenses" or by contacting me at julie@magicorelearning.com.



Good to Go



Not O.K.

- Use this resource personally or with your own children.
 - Use this resource in your own classroom with your students.
 - Provide this resource to your students to use at your instruction.
 - Print and/or copy for use in your own classroom.
 - Provide printed pages to a substitute teacher with the sole purpose of instructing your students.
 - Share with your students via a secure document portal or electronic learning platform that requires individual user verification and limits access to only the students in your own classroom (e.g. Google Classroom).
 - Review this resource with others with the sole purpose of recommending it to others for purchase, provided you share one of the links below:
- Share with others to use personally.
 - Share with others to use in another classroom.
 - Print or copy any page(s) and distribute them to other teachers or other classrooms.
 - Publish or host online in a manner where any of the material is accessible to anyone who is not a student in your own classroom, including but not limited to personal, classroom, or district websites that are accessible to the general public.
 - Use this resource commercially (e.g. Outschool).
 - Publish, sell, or otherwise distribute this product to anyone in manner inconsistent with these terms of use.

<https://magicorelearning.com/>

<https://www.teacherspayteachers.com/Store/Magicore>

© Copyright 2020, 2022. All rights reserved. The unlicensed reproduction or distribution of this product is strictly prohibited. Permission is granted to the original purchaser or licensee to make copies to use with students and/or to assign to students digitally providing it is only available to students assigned directly to the purchaser. Using this product in any manner that makes it accessible to the general public is strictly forbidden. Commercial use, including but not limited to online or in person classes, is prohibited. Contact julie@magicorelearning.com for commercial licensing information. Sharing without permission or hosting online in a public manner is a violation of the Digital Millennium Copyright Act (DMCA). These terms may be updated at any time. You can see the most up to date Terms of Use at

<https://magicorelearning.com/terms-of-use>.

Let's Connect!

www.magicorelearning.com



<https://www.teacherspayteachers.com/Store/magicore>



<https://www.facebook.com/MagiCoreLearning/>



<https://www.instagram.com/magicorelearning/>



https://www.pinterest.com/magicorelearning/_shop/



Julie@magicorelearning.com

Looking for more?



CREDITS

Walter Crane / Public domain

Unknown author / CCO

E. W. Kemble (1861-1933) / Public domain

<http://www.gutenberg.org/etext/17396> / Public domain

