Hello There!

I am so excited to be bringing you this set of figurative language passages, where everything you and your students need to practice a specific type of figurative language skill is on ONE page!

What Is Included:

1. 4 passages focused on understanding and identifying similes.
2. 4 complete answer keys.
3. 2 Google Drive digital versions
4. 2 Printable Versions.

Ideas to Use the Passages:

1. As a mentor text during a whole group lesson on similes.
2. In a small guided reading group.
3. In a comprehension center.
4. As independent practice after a lesson on similes.
5. As a homework review.
6. Practice for taking standardized texts.

CLICK THE IMAGE BELOW to see the Mini Units for Mastery!



Thank you so much to these amazing artists, whose work is found in this resource!

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GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

[Memory Book]

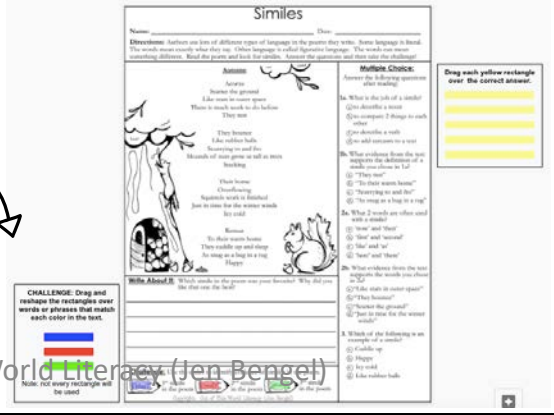
[Tug of War]

[Autumn]

[A Hungry Fox]

DIGITAL VERSION #1

VERTICAL PAGES



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GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Memory Book

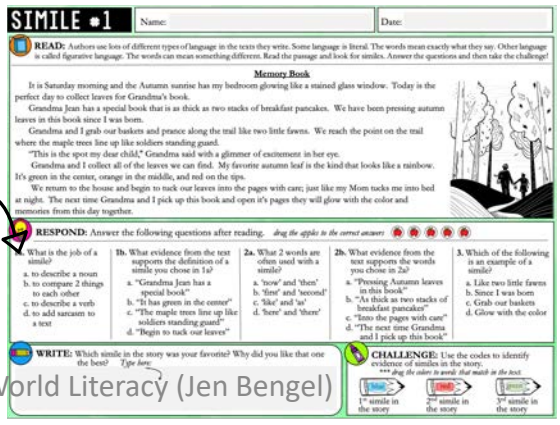
Tug of War

Autumn

A Hungry Fox

DIGITAL VERSION #2

VERTICAL PAGES


SIMILE #1

Name:

Date:

READ: Authors use lots of different types of language in the texts they write. Some language is literal. The words mean exactly what they say. Other language is called figurative language. The words can mean something different. Read the passage and look for similes. Answer the questions and then take the challenge!

Memory Book

It is Saturday morning and the Autumn sunrise has my bedroom glowing like a stained glass window. Today is the perfect day to collect leaves for Grandma's book.

Grandma Jean has a special book that is as thick as two stacks of breakfast pancakes. We have been pressing autumn leaves in this book since I was born.

Grandma and I grab our baskets and prance along the trail like two little fawns. We reach the point on the trail where the maple trees line up like soldiers standing guard.

"This is the spot my dear child," Grandma said with a glimmer of excitement in her eye.

Grandma and I collect all of the leaves we can find. My favorite autumn leaf is the kind that looks like a rainbow. It's green in the center, orange in the middle, and red on the tips.

We return to the house and begin to tuck our leaves into the pages with care; just like my Mom tucks me into bed at night. The next time Grandma and I pick up this book and open it's pages they will glow with the color and memories from this day together.

RESPOND: Answer the following questions after reading. *drag the apples to the correct answers*

1. What is the job of a simile?
   a. to describe a noun
   b. to compare 2 things to each other
   c. to describe a verb
   d. to add sarcasm to a text

1b. What evidence from the text supports the definition of a simile you chose in 1a?
   a. "Grandma Jean has a special book"
   b. "It has green in the center"
   c. "The maple trees line up like soldiers standing guard"
   d. "Begin to tuck our leaves"

2a. What 2 words are often used with a simile?
   a. 'now' and 'then'
   b. 'first' and 'second'
   c. 'like' and 'as'
   d. 'here' and 'there'

2b. What evidence from the text supports the words you chose in 2a?
   a. "Pressing Autumn leaves in this book"
   b. "As thick as two stacks of breakfast pancakes"
   c. "Into the pages with care"
   d. "The next time Grandma and I pick up this book"

3. Which of the following is an example of a simile?
   a. Like two little fawns
   b. Since I was born
   c. Grab our baskets
   d. Glow with the color

WRITE: Which simile in the story was your favorite? Why did you like that one the best? *Type here:*

CHALLENGE: Use the codes to identify evidence of similes in the story. ****drag the colors to words that match in the text.*

1st simile in the story

2nd simile in the story

3rd simile in the story

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Similes

Name: _____ Date: _____

Directions: Authors use lots of different types of language in the texts they write. Some language is literal. The words mean exactly what they say. Other language is called figurative language. The words can mean something different. Read the passage and look for similes. Answer the questions and then take the challenge!

Tug of War

Jonas couldn't wait for tonight's football game! He felt like a kid in a candy store because of his excitement. Jonas made sure to wear his lucky jersey and freshly washed blue jeans.

Jonas and his classmates were getting ready to begin a new chapter in math when a shriek startled them.

"Look everyone, it's snowing!" Julie screamed.

Her scream alarmed them like the siren on an ambulance. Jonas thought his night would be ruined. The students squealed like little pigs at the sight of the snowflakes falling, but Jonas could feel anger building inside him. He felt like he was going to explode steam through his ears like a kettle on the stove.

"Why is it so hard to control my emotions?" He said. Jonas often feels like his emotions are playing a game of tug of war.

Just then, the school bell buzzed. The students grabbed their backpacks and ran for the door. When Jonas stepped outside he felt his mood change. His anger and disappointment melted away like snowflakes on his cheeks.

"How could I be so upset about snow?" He asked. It was magical, and he was filled with excitement.



Write About It: Which simile in the story was your favorite? Why did you like that one the best?

_____

_____

_____

_____

_____

Challenge: Use the codes to identify evidence of similes in the story.

blue → 1st simile in the story

red → 2nd simile in the story

green → 3rd simile in the story

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Multiple Choice:

Answer the following questions after reading:

1a. What is the job of a simile?

ⓐ to describe a noun

ⓑ to compare 2 things to each other

ⓒ to describe a verb

ⓓ to add sarcasm to a text

1b. What evidence from the text supports the definition of a simile you chose in 1a?

ⓐ "He felt like a kid in a candy store"

ⓑ "The snow was magical"

ⓒ "Could feel the anger building inside him"

ⓓ "A shriek startled them"

2a. What 2 words are often used with a simile?

ⓐ 'now' and 'then'

ⓑ 'first' and 'second'

ⓒ 'like' and 'as'

ⓓ 'here' and 'there'

2b. What evidence from the text supports the words you chose in 2a?

ⓐ "Thought his night would be ruined"

ⓑ "The students squealed like little pigs"

ⓒ "The school bell buzzed"

ⓓ "Jonas stepped outside he felt his mood change"

3. Which of the following is an example of a simile?

a. Like a kettle on the stove

b. Wear his lucky jersey

c. Going to explode

d. Grabbed their backpacks

PASSAGE FOR SPECIFIC SKILL

A/B QUESTIONS

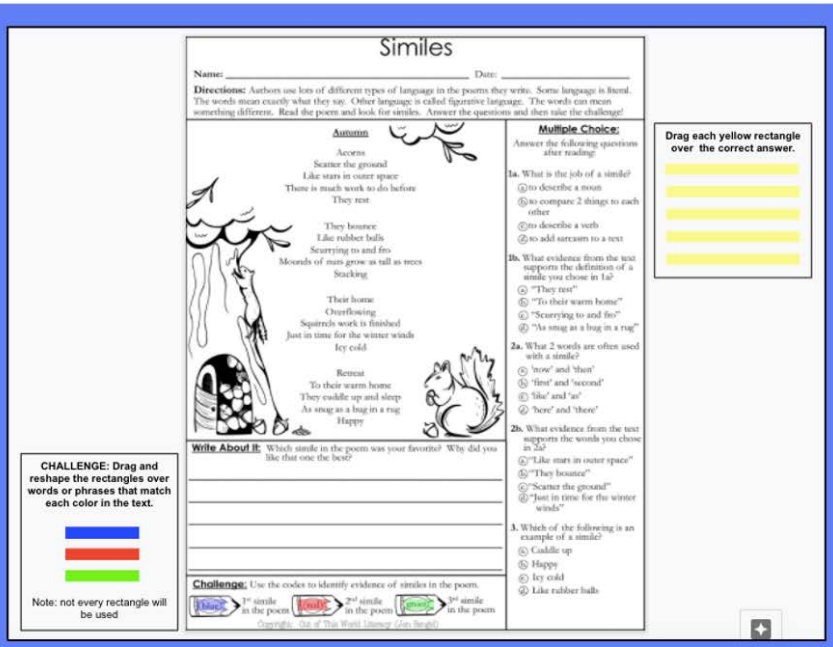
CUSTOM ILLUSTRATION

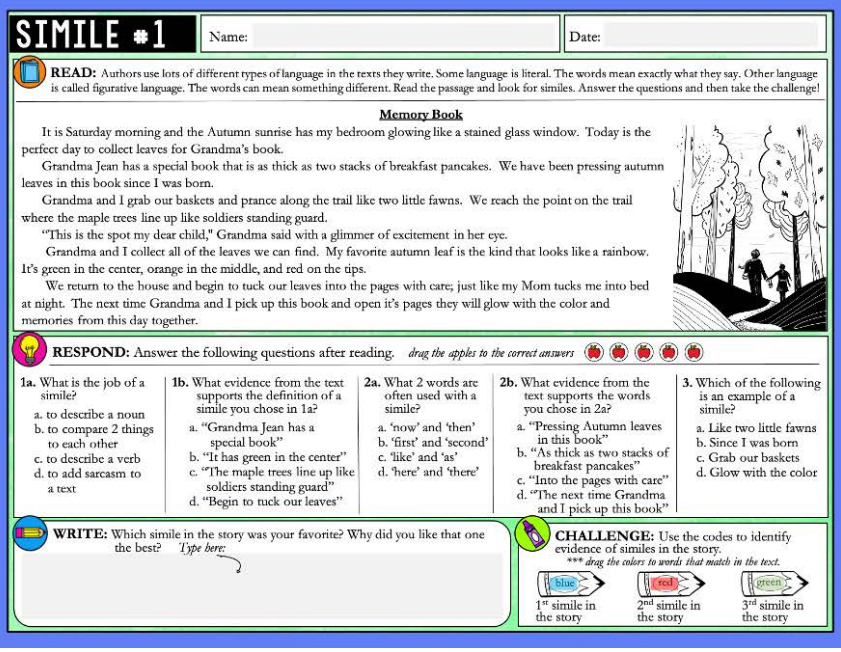
WRITTEN RESPONSE

IDENTIFY EVIDENCE IN THE TEXT

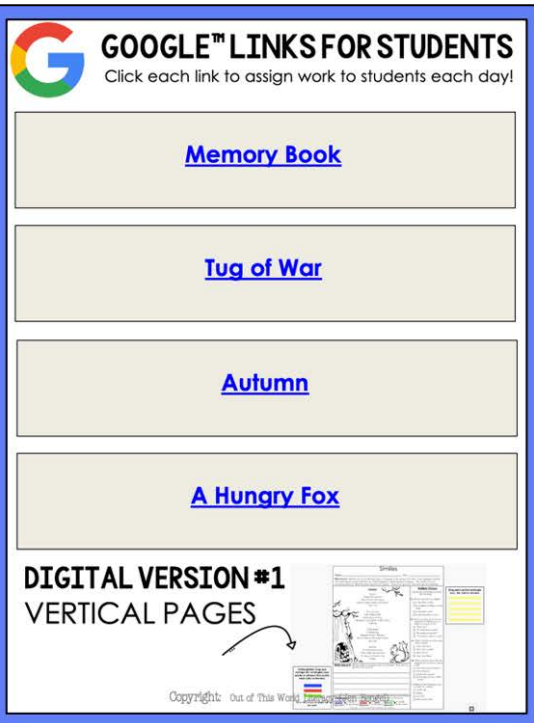
CHOOSE FROM 2 DIGITAL FORMATS!

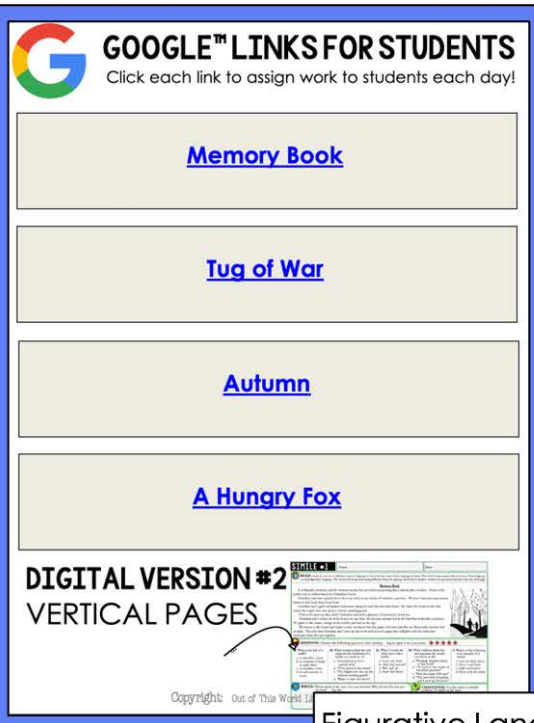
VERTICAL VERSION





HORIZONTAL VERSION





GOOGLE DRIVE READY!

4 ORIGINAL PASSAGES

PROFESSIONALLY LEVELED!

CUSTOM ILLUSTRATIONS

Figurative Language Texts Included:

Below is a list of titles included in this set of figurative language texts

Passage Title	Genre	Figurative Language Skill
Memory Book	Fiction	Simile
Tug of War	Fiction	Simile
Autumn	Poem	Simile
A Hungry Fox	Poem	Simile

Figurative Language Texts Included:

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Autumn	Poem	Simile
A Hungry Fox	Poem	Simile

The Standards: Grade 2

	Common Core State Standard	TEK Standard
Passage 1: Memory Book	CCSS.ELA-LITERACY.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	2.10D Discuss the use of descriptive, literal, and figurative language.
Passage 2: Tug of War	CCSS.ELA-LITERACY.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	2.10D Discuss the use of descriptive, literal, and figurative language.
Passage 3: Autumn	CCSS.ELA-LITERACY.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	2.10D Discuss the use of descriptive, literal, and figurative language.
Passage 4: A Hungry Fox	CCSS.ELA-LITERACY.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	2.10D Discuss the use of descriptive, literal, and figurative language.

The Standards: Grade 3

	Common Core State Standard	TEK Standard
Passage 1: Memory Book	CCSS.ELA-LITERACY.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. CCSS.ELA-LITERACY.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	3.10D Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.
Passage 2: Tug of War	CCSS.ELA-LITERACY.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. CCSS.ELA-LITERACY.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	3.10D Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.
Passage 3: Autumn	CCSS.ELA-LITERACY.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. CCSS.ELA-LITERACY.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	3.10D Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.
Passage 4: A Hungry Fox	CCSS.ELA-LITERACY.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. CCSS.ELA-LITERACY.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	3.10D Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.

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The Standards: Grade 4

	Common Core State Standard	TEK Standard
Passage 1: Memory Book	CCSS.ELA-LITERACY.L.4.5.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	4.10D Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.
Passage 2: Tug of War	CCSS.ELA-LITERACY.L.4.5.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	4.10D Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.
Passage 3: Autumn	CCSS.ELA-LITERACY.L.4.5.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	4.10D Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.
Passage 4: A Hungry Fox	CCSS.ELA-LITERACY.L.4.5.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	4.10D Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.

The Standards: Grade 5

	Common Core State Standard	TEK Standard
Passage 1: Memory Book	CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. CCSS.ELA-LITERACY.L.5.5.A Interpret figurative language, including similes and metaphors, in context.	5.10D Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.
Passage 2: Tug of War	CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. CCSS.ELA-LITERACY.L.5.5.A Interpret figurative language, including similes and metaphors, in context.	5.10D Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.
Passage 3: Autumn	CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. CCSS.ELA-LITERACY.L.5.5.A Interpret figurative language, including similes and metaphors, in context.	5.10D Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.
Passage 4: A Hungry Fox	CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. CCSS.ELA-LITERACY.L.5.5.A Interpret figurative language, including similes and metaphors, in context.	5.10D Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.

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The Standards: Grade 6

	Common Core State Standard	TEK Standard
Passage 1: Memory Book	CCSS.ELA-LITERACY.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone CCSS.ELA-LITERACY.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	6.9D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.
Passage 2: Tug of War	CCSS.ELA-LITERACY.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone CCSS.ELA-LITERACY.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	6.9D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.
Passage 3: Autumn	CCSS.ELA-LITERACY.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone CCSS.ELA-LITERACY.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	6.9D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.
Passage 4: A Hungry Fox	CCSS.ELA-LITERACY.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone CCSS.ELA-LITERACY.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	6.9D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.

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Similes

Name: _____ Date: _____

Directions: Authors use lots of different types of language in the texts they write. Some language is literal. The words mean exactly what they say. Other language is called figurative language. The words can mean something different. Read the passage and look for similes. Answer the questions and then take the challenge!

Tug of War

Jonas couldn't wait for tonight's football game! He felt like a kid in a candy store because of his excitement. Jonas made sure to wear his lucky jersey and freshly washed blue jeans.

Jonas and his classmates were getting ready to begin a new chapter in math when a shriek startled them.

"Look everyone, it's snowing!" Julie screamed.

Her scream alarmed them like the siren on an ambulance. Jonas thought his night would be ruined. The students squealed like little pigs [illegible] the sno[illegible]alling, but J[illegible]ould [illegible]ilding [illegible]side [illegible]n. He fe[illegible] like he [illegible]oing to e[illegible]ode ste[illegible] thro[illegible]n his e[illegible] like a [illegible]tle [illegible]e ste[illegible]

"Why is [illegible] hard[illegible] control[illegible] em[illegible]ons?" [illegible] said. J[illegible]as o[illegible]n feels like his emoti[illegible]as ar[illegible]aying [illegible] [illegible]ug of war.

Just then, the school bell buzzed. The students grabbed their backpacks and ran for the door. When Jonas stepped outside he felt his mood change. His anger and disappointment melted away like snowflakes on his cheeks.

"How could I be so upset about snow?" He asked. It was magical, and he was filled with excitement.



Sample

Write About It: Which simile in the story was your favorite? Why did you like that one the best?

_____

_____

_____

_____

_____

Challenge: Use the codes to identify evidence of similes in the story.

blue — 1st simile in the story

red — 2nd simile in the story

green — 3rd simile in the story

Multiple Choice:

Answer the following questions after reading:

1a. What is the job of a simile?

ⓐ to describe a noun
ⓑ to compare 2 things to each other
ⓒ to describe a verb
ⓓ to add sarcasm to a text

1b. What evidence from the text supports the definition of a simile you chose in 1a?

ⓐ "He [illegible] kid in a candy store"
ⓑ "The snow was magical"
ⓒ "Could feel the anger building inside him"
ⓓ "A shriek startled them"

2a. What 2 words are often used with a simile?

ⓐ 'now' and 'then'
ⓑ 'first' and 'second'
ⓒ 'like' and 'as'
ⓓ 'here' and 'there'

2b. What evidence from the text supports the words you chose in 2a?

ⓐ "Thought his night would be ruined"
ⓑ "The students squealed like little pigs"
ⓒ "The school bell buzzed"
ⓓ "Jonas stepped outside he felt his mood change"

3. Which of the following is an example of a simile?

ⓐ Like a kettle on a stove
ⓑ Wear his lucky jersey
ⓒ Going to explode
ⓓ Grabbed their backpacks

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Similes

Name: Answer Key Date: _____

Directions: Authors use lots of different types of language in the poems they write. Some language is literal. The words mean exactly what they say. Other language is called figurative language. The words can mean something different. Read the poem and look for similes. Answer the questions and then take the challenge!

A Hungry Fox



There once was a fox named Jake
His body as thin as a rake
He wanted some grub
So he found a fat slug
And pretended it tasted like steak

Like a bump on a log
Jake pondered in a fog
For hours devising a plan
When along came a man
In a rusted old truck with his fork

To get some tasty pork
He moved as swift as an arrow
And kept himself small and narrow
And popped open the gate like a cork

The hog squealed in fear
And ran off like a deer
Jake's chance was now
To capture and eat that sow
But the hog was smart and new to disappear







Sample

Write About It: Which simile in the poem was your favorite? Why did you like that one the best?

Answer should include:

1. A simile from the poem.
2. An explanation as to why this simile is the student's favorite.

Challenge: Use the codes to identify evidence of similes in the poem.

blue → 1st simile in the poem
red → 2nd simile in the poem
green → 3rd simile in the poem

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Multiple Choice:

Answer the following questions after reading:

1a. What is the job of a simile?
- (a.) to describe a noun
- (b.) to compare 2 things to each other
- (c.) to describe a verb
- (d.) to add [illegible] to a text

1b. What [illegible] from the text supports the definition of a simile you chose in 1a?
- (a.) "So he found a fat slug"
- (b.) "Body as thin as a rake"
- (c.) "He kept himself small and narrow"
- (d.) "Hog squealed in fear"

2a. What 2 words are often used with a simile?
- (a.) 'now' and 'then'
- (b.) 'first' and 'second'
- (c.) 'like' and 'as'
- (d.) 'here' and 'there'

2b. What evidence from the text supports the words you chose in 2a?
- (a.) "Like a bump on a log"
- (b.) "He quickly devoured it with a cheer"
- (c.) "Jake pondered in a fog"
- (d.) "There once was a fox named Jake"

3. Which of the following is an example of a simile?
- (a.) As swift as an arrow
- (b.) Eat that sow
- (c.) Rusted old truck
- (d.) With his fork