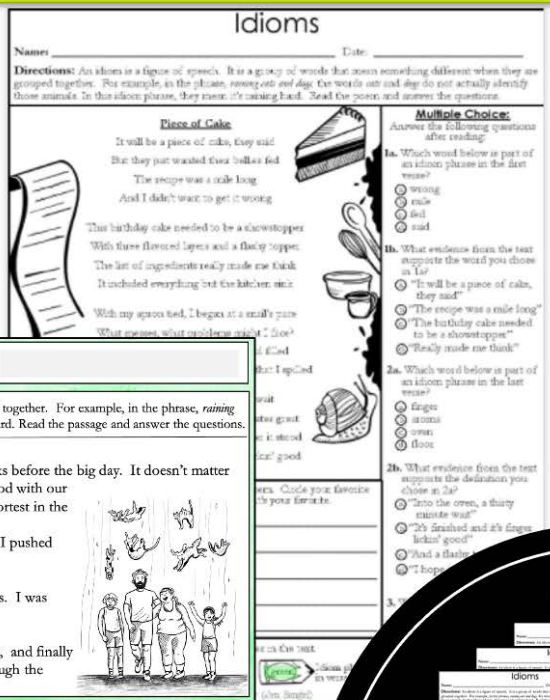
Figurative Language

Out of this World LITERACY

Idioms

2 DIGITAL FORMATS!



IDIOMS #1

Name: Date:

READ: An idiom is a figure of speech. It is a group of words that mean something different when they are grouped together. For example, in the phrase, *raining cats and dogs,* the words *cats* and *dogs* do not actually identify those animals. In this idiom phrase, they mean it's raining hard. Read the passage and answer the questions.

Marathon Day

It was finally marathon day! My family and I LOVE to run in marathons. We train together for two weeks before the big day. It doesn't matter if it's raining cats and dogs, we lace up our sneakers and hit the pavement. Together we trace the neighborhood with our steps. I always find my way to the front and make it home first. I guess there is an advantage to being the shortest in the family, because my little legs move the fastest.

Last year, I was as sick as a dog the night before the run. Good thing I have a cast iron stomach, because I pushed through my sickness and ran the race anyway. I would never miss an opportunity for a good run!

"Chop Chop everyone...time to go!" My mom called from the door.

We loaded into the car and headed to the race. I had on my lucky sneakers and my favorite running shorts. I was ready to claim my victory!

"On your marks, get set, GO!" a voice announced.

POP! We were off, and I was already in my zone running a mile a minute. I ran past Dad first, then Mom, and finally my big brother John. I rounded the corner and could finally see the light at the end of the tunnel. I tore through the yellow ribbon and won this year's marathon!

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

1a. Which word below is part of an idiom phrase in the first paragraph?
a. marathon
b. hit
c. trace
d. shortest

1b. What evidence from the text supports the word you chose in 1a?
a. "It was finally marathon day"
b. "There is an advantage"
c. "We lace up our sneakers and hit the pavement"
d. "Together we trace"

2a. Which word below is part of an idiom phrase in the last paragraph?
a. minute
b. corner
c. tunnel
d. ribbon

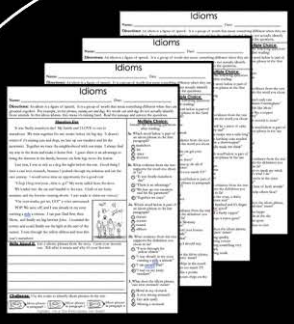
2b. What evidence from the text supports the definition you chose in 2a?
a. "I tore through the yellow ribbon"
b. "I was already in my zone running a mile a minute"
c. "I ran passed Dad"
d. "I had on my lucky sneakers"

3. What does the idiom phrase, 'cast iron stomach' mean?
a. Metal in my stomach
b. A very strong stomach
c. Get sick easily
d. Missing a stomach

WRITE: List 2 idioms phrases from the story. Circle your favorite one. Tell what it means and why it's your favorite. *Type here:*

CHALLENGE: Use the codes to identify idiom phrases in the text.
**** drag the colors to words that match in the text.*

blue → Idiom phrases in paragraph 1
red → Idiom phrases in paragraph 2
green → Idiom phrases in paragraph 6



PRINTABLE VERSION

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 idioms.
2. 4 complete answer keys.
3. 2 Google Drive digital versions (horizontal and vertical)
4. 2 Printable Versions

Ideas to Use the Passages:

1. As a mentor text during a whole group lesson on idioms.
2. In a small guided reading group.
3. In a comprehension center.
4. As independent practice after a lesson on idioms.
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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three birds art studio

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GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Marathon Day

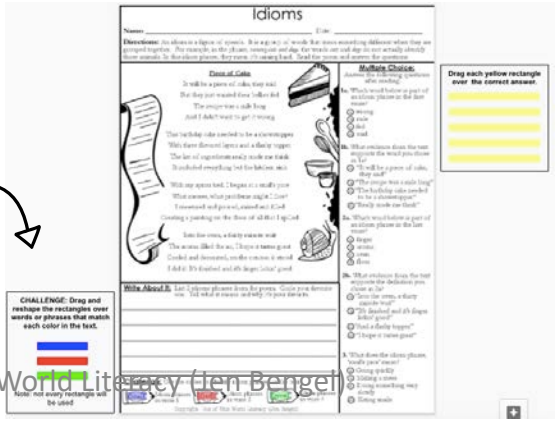
What I Would Do

Piece of Cake

Original Me

DIGITAL VERSION #1

VERTICAL PAGES



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GOOGLE™ LINKS FOR STUDENTS

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Marathon Day

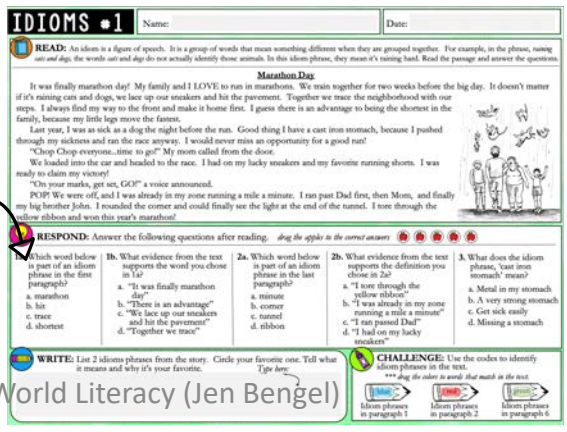
What I Would Do

Piece of Cake

Original Me

DIGITAL VERSION #2

VERTICAL PAGES


IDIOMS #1

Name: Date:

READ: An idiom is a figure of speech. It is a group of words that mean something different when they are grouped together. For example, in the phrase, raining cats and dogs, the words cats and dogs do not actually identify those animals. In this idiom phrase, they mean it's raining hard. Read the passage and answer the questions.

Marathon Day

It was finally marathon day! My family and I LOVE to run in marathons. We train together for two weeks before the big day. It doesn't matter if it's raining cats and dogs, we lace up our sneakers and hit the pavement. Together we trace the neighborhood with our steps. I always find my way to the front and make it home first. I guess there is an advantage to being the shortest in the family, because my little legs move the fastest.

Last year, I was as sick as a dog the night before the run. Good thing I have a cast iron stomach, because I pushed through my sickness and ran the race anyway. I would never miss an opportunity for a good run!

"Chop Chop everyone...time to go!" My mom called from the door.

We loaded into the car and headed to the race. I had on my lucky sneakers and my favorite running shorts. I was ready to claim my victory!

"On your marks, get set, GO!" a voice announced.

POP! We were off, and I was already in my zone running a mile a minute. I ran past Dad first, then Mom, and finally my big brother John. I rounded the corner and could finally see the light at the end of the tunnel. I tore through the yellow ribbon and won this year's marathon!

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

1. Which word below is part of an idiom phrase in the first paragraph?
a. marathon
b. hit
c. trace
d. shortest

1b. What evidence from the text supports the word you chose in 1a?
a. "It was finally marathon day!"
b. "There is an advantage"
c. "We lace up our sneakers and hit the pavement"
d. "Together we trace"

2a. Which word below is part of an idiom phrase in the last paragraph?
a. minute
b. corner
c. tunnel
d. ribbon

2b. What evidence from the text supports the definition you chose in 2a?
a. "I tore through the yellow ribbon"
b. "I was already in my zone running a mile a minute"
c. "I ran passed Dad"
d. "I had on my lucky sneakers"

3. What does the idiom phrase, 'cast iron stomach' mean?
a. Metal in my stomach
b. A very strong stomach
c. Get sick easily
d. Missing a stomach

WRITE: List 2 idioms phrases from the story. Circle your favorite one. Tell what it means and why it's your favorite. Type here:

CHALLENGE: Use the codes to identify idiom phrases in the text. *** drag the colors to words that match in the text.

Idiom phrases in paragraph 1 | Idiom phrases in paragraph 2 | Idiom phrases in paragraph 6

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Idioms

Name: _____ Date: _____

Directions: An idiom is a figure of speech. It is a group of words that mean something different when they are grouped together. For example, in the phrase, *raining cats and dogs,* the words *cats* and *dogs* do not actually identify those animals. In this idiom phrase, they mean it's raining hard. Read the poem and answer the questions.

Original Me

Never in a million years would I change who I am
I'm truly an original, there's only one Graham Cunningham
With a wide nose and freckles, I am second to none
Hair like a copper penny, there is only one
I'm interesting and complex, just like an exam



A little like Mom, and a little like Dad
The best of both worlds, and that can't be bad
I love to speak my mind, that's what I do
I like to sing and dance all day through
Expressing myself sure makes me glad



Sometimes I might need elbow grease to shine
But each of my features are uniquely mine
We are all so different, yet we're in the same boat
So let's share some kindness to help others float
If we love who we are we can stay on cloud nine

Write About It: List 2 idioms phrases from the poem. Circle your favorite one. Tell what it means and why it's your favorite.

_____

_____

_____

_____

_____

Challenge: Use the codes to identify idiom phrases in the text.

blue → Idiom phrases in verse 1
red → Idiom phrases in verse 2
green → Idiom phrases in verse 3

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Multiple Choice:
Answer the following questions after reading:

1a. Which word below is part of an idiom phrase in the first verse?
(a) none
(b) copper
(c) exam
(d) one

1b. What evidence from the text supports the word you chose in 1a?
(a) "There's only one Graham Cunningham"
(b) "A little like Mom"
(c) "Hair like a copper penny"
(d) "I am second to none"

2a. Which word below is part of an idiom phrase in the last verse?
(a) [illegible]
(b) mind
(c) glad
(d) float

2b. What evidence from the text supports the definition you chose in 2a?
(a) "I love to speak my mind, that's what I do"
(b) "Yet [illegible] in the same boat"
(c) "The best of both worlds"
(d) "To help others float"

3. What does the idiom phrase, 'on cloud nine' mean?
(a) To be happy
(b) To be in the sky
(c) To be [illegible]
(d) A place to visit

PASSAGE FOR SPECIFIC SKILL

A/B QUESTIONS

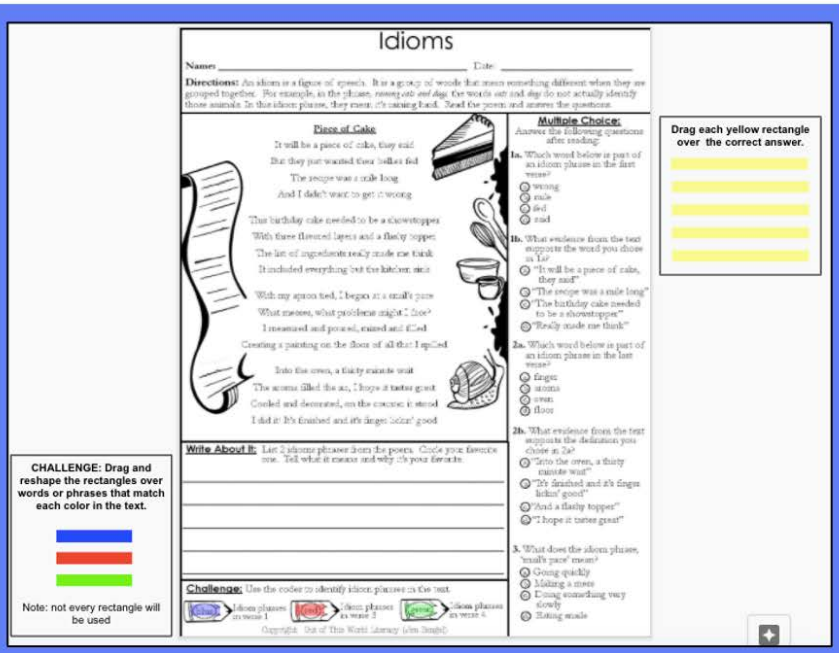
CUSTOM ILLUSTRATION

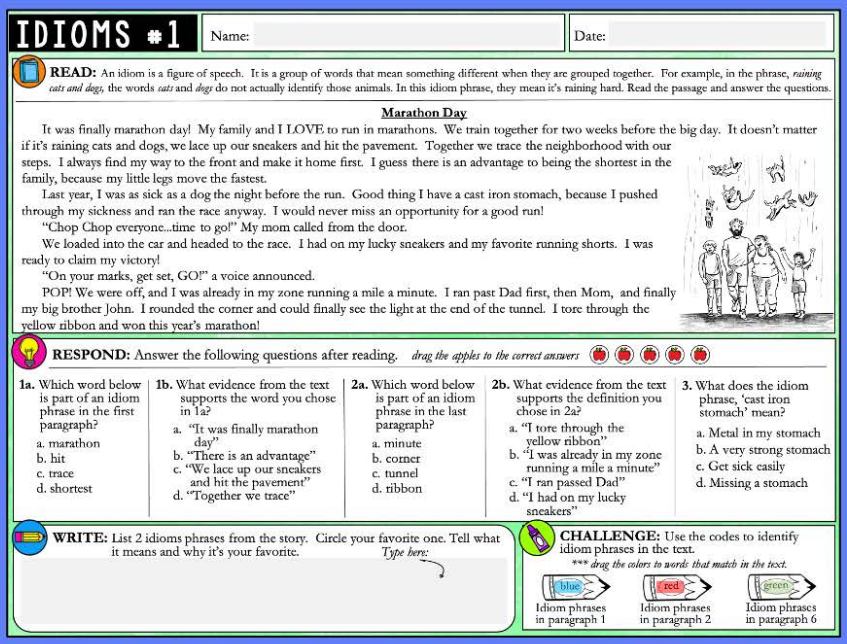
WRITTEN RESPONSE

IDENTIFY EVIDENCE IN THE TEXT

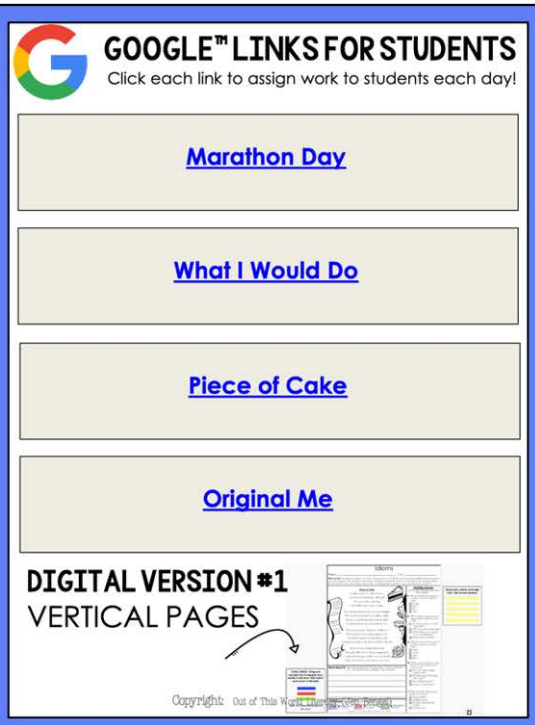
CHOOSE FROM 2 DIGITAL FORMATS!

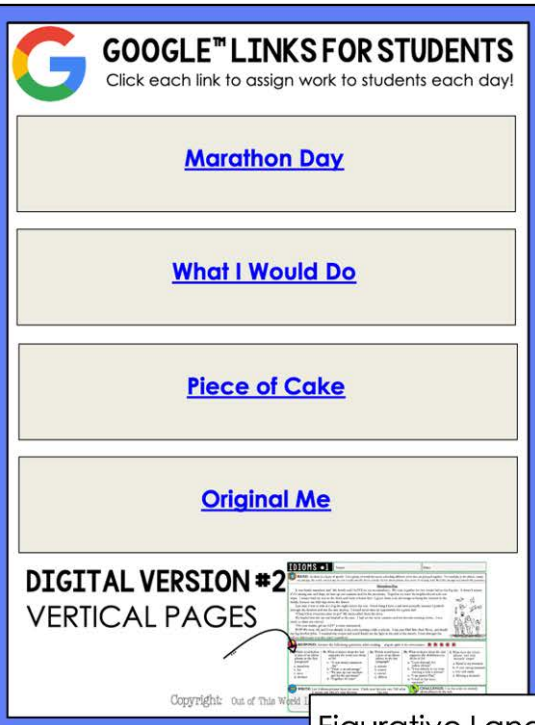
VERTICAL VERSION





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
Marathon Day	Fiction	idioms
What I Would Do	Fiction	idioms
Piece of Cake	Poem	idioms
Original Me	Poem	idioms

Figurative Language Texts Included:

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Original Me	Poem	idioms

The Standards: Grade 2

	Common Core State Standard	TEK Standard
Passage 1: Marathon Day	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: What I Would Do	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: Piece of Cake	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: Original Me	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: Marathon Day	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: What I Would Do	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: Piece of Cake	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: Original Me	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: Marathon Day	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: What I Would Do	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: Piece of Cake	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: Original Me	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: Marathon Day	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: What I Would Do	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: Piece of Cake	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: Original Me	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: Marathon Day	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: What I Would Do	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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Idioms

Name: _____ Date: _____

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Never in a million years would I change who I am
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With a wide nose and freckles, I am second to none
Hair like a copper penny, there is only one
I'm interesting and complex, just like an exam



A little like Mom, and a little like Dad
The best of both worlds, and that can't be bad
I love to speak my mind, that's what I do
I like to sing and dance all day through
Expressing myself sure makes me glad



Sometimes I might need elbow grease to shine
But each of my features are uniquely mine
We are all so different, yet we're in the same b
So let's share some ki flo
If w are can s on cl nin

Sample

Write List 2 idioms phrases from the poem. Circle your favorite one. Tell what it means and why it's your favorite.

_____

_____

_____

_____

_____

Challenge: Use the codes to identify idiom phrases in the text.

- blue: Idiom phrases in verse 1
- red: Idiom phrases in verse 2
- green: Idiom phrases in verse 3

Multiple Choice:

Answer the following questions after reading:

1a. Which word below is part of an idiom phrase in the first verse?

(a) none
(b) copper
(c) exam
(d) one

1b. What evidence from the text supports the word you chose in 1a?

(a) "There's only one Graham Cunningham"
(b) "A little like Mom"
(c) "Hair like a copper penny"
(d) "I am second to none"

2a. Which word below is part of an idiom phrase in the last ver

(a) at
(b)
(c)
(d) float

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

(a) "I love to speak my mind, that's what I do"
(b) "Yet we're in the same boat"
(c) "The best of both worlds"
(d) "To help others float"

3. What does the idiom phrase, 'on cloud nine' mean?

(a) To be happy
(b) To be in the sky
(c) To be upset
(d) A place to visit

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Idioms

Name: Answer Key **Date:** _____

Directions: An idiom is a figure of speech. It is a group of words that mean something different when they are grouped together. For example, in the phrase, *raining cats and dogs,* the words *cats* and *dogs* do not actually identify those animals. In this idiom phrase, they mean it's raining hard. Read the passage and answer the questions.

Marathon Day

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Last year, I was as sick as a dog the night before the run. Good thing I have a cast iron stomach, because I pushed through [illegible] kness [illegible] ran [illegible] race an[illegible] ay. [illegible] would n[illegible] n op[illegible] unit[illegible] a go[illegible] run!

"Ch[illegible] Shop eve[illegible] ne...tim[illegible] go[illegible] My mo[illegible] alled f[illegible] n th[illegible]

We loade[illegible] o th[illegible] ar and [illegible] ded [illegible] he rac[illegible] had o[illegible] my lu[illegible] sneaker[illegible] d [illegible] avorit[illegible] ng shorts. I was ready to claim my victory!

"On your marks, get set, GO!" a voice announced.

POP! We were off, and I was already in my zone running a mile a minute. I ran past Dad first, then Mom, and finally my big brother John. I rounded the corner and could finally see the light at the end of the tunnel. I tore through the yellow ribbon and won this year's marathon!



Write About It: List 2 idioms phrases from the story. Circle your favorite one. Tell what it means and why it's your favorite.

Answer Should Include:

1. 2 idiom phrases from the text.
2. Favorite circled and defined.
3. Explanation of why it's the favorite.

Challenge: Use the codes to identify idiom phrases in the text.

blue — Idiom phrases in paragraph 1

red — Idiom phrases in paragraph 2

green — Idiom phrases in paragraph 6

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Multiple Choice:

Answer the following questions after reading:

1a. Which word below is part of an idiom phrase in the first paragraph?

- (a.) marathon
- (●) hit
- (c.) trace
- (d.) shortest

1b. Wha[illegible] idenc[illegible] om the text sup[illegible] ts th[illegible] you chose in 1[illegible]

- "It [illegible] final[illegible] marathon day"
- (b.) "There is an advantage"
- (●) "We lace up our sneakers and hit the pavement"
- (d.) "Together we trace"

2a. Which word below is part of an idiom phrase in the last paragraph?

- (●) minute
- (b.) corner
- (c.) tunnel
- (d.) ribbon

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

- (a.) "I tore through the yellow ribbon"
- (●) "I was already in my zone running a mile a minute"
- (c.) "I ran passed Dad"
- (d.) "I had on my lucky sneakers"

3. What does the idiom phrase, 'cast iron stomach' mean?

- (a.) Metal in my stomach
- (●) A very strong stomach
- (c.) Get sick easily
- (d.) Missing a stomach

Sample