Hello There!

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

What Is Included:

1. 12 passages focused on understanding the difference between literal and figurative language.
2. Google Drive digital version.

Ideas to Use this Resource:

1. As a mentor text during a whole group lesson on word study skills.
2. In a small guided reading or word study strategy group.
3. In a comprehension center.
4. As independent practice after a lesson on figurative and literal language.
5. As a homework review.
6. Practice for taking standardized texts.
7. At-home practice with digital version.

CLICK THE IMAGES BELOW to grab some FREE Word Work!





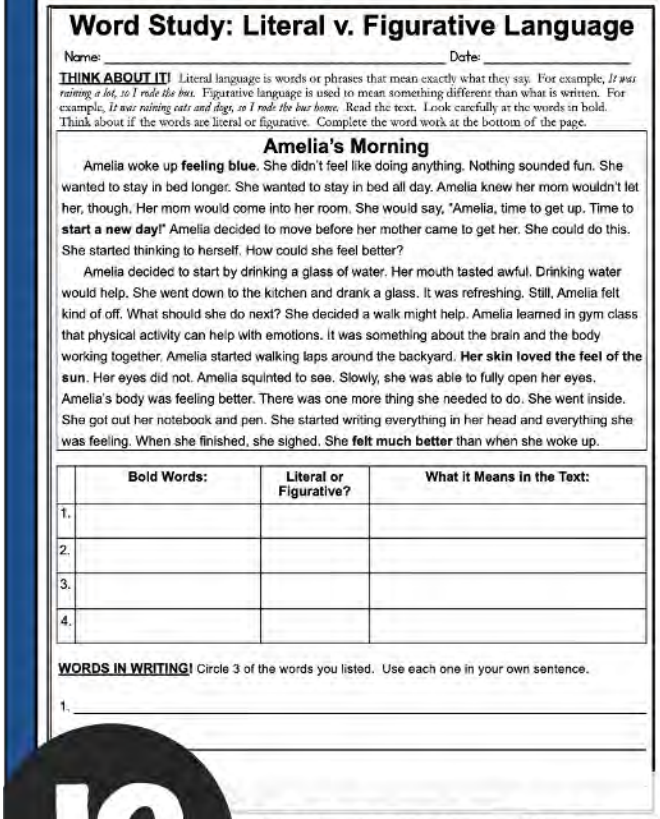
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WORD STUDY

LITERAL V. FIGURATIVE



Word Study: Literal v. Figurative Language

Name: _____ Date: _____

THINK ABOUT IT! Literal language is words or phrases that mean exactly what they say. For example, *It was raining a lot, so I rode the bus.* Figurative language is used to mean something different than what is written. For example, *It was raining cats and dogs, so I rode the bus home.* Read the text. Look carefully at the words in bold. Think about if the words are literal or figurative. Complete the word work at the bottom of the page.

Amelia's Morning

Amelia woke up **feeling blue.** She didn't feel like doing anything. Nothing sounded fun. She wanted to stay in bed longer. She wanted to stay in bed all day. Amelia knew her mom wouldn't let her, though. Her mom would come into her room. She would say, "Amelia, time to get up. Time to **start a new day!**" Amelia decided to move before her mother came to get her. She could do this. She started thinking to herself. How could she feel better?

Amelia decided to start by drinking a glass of water. Her mouth tasted awful. Drinking water would help. She went down to the kitchen and drank a glass. It was refreshing. Still, Amelia felt kind of off. What should she do next? She decided a walk might help. Amelia learned in gym class that physical activity can help with emotions. It was something about the brain and the body working together. Amelia started walking laps around the backyard. **Her skin loved the feel of the sun.** Her eyes did not. Amelia squinted to see. Slowly, she was able to fully open her eyes. Amelia's body was feeling better. There was one more thing she needed to do. She went inside. She got out her notebook and pen. She started writing everything in her head and everything she was feeling. When she finished, she sighed. She **felt much better** than when she woke up.

	Bold Words:	Literal or Figurative?	What it Means in the Text:
1.			
2.			
3.			
4.			

WORDS IN WRITING! Circle 3 of the words you listed. Use each one in your own sentence.

1. _____

_____

GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Amelia's Morning (F)	Mental Health (NF)
Speech Therapy (F)	The Olympics (NF)
Imane's Mystery (F)	Sunisa Lee (NF)
Very Little English (F)	The Country of Jordan (NF)
Group Project (F)	Jesse Owens (NF)
Bedtime Routine (F)	Eyes (NF)

12 READING PASSAGES

Out of this World LITERACY

Word Study: Literal v. Figurative Language

Name: _____ Date: _____

THINK ABOUT IT! Literal language is words or phrases that mean exactly what they say. For example, *It was raining a lot, so I rode the bus.* Figurative language is used to mean something different than what is written. For example, *It was raining cats and dogs, so I rode the bus home.* Read the text. Look carefully at the words in bold. Think about if the words are literal or figurative. Complete the word work at the bottom of the page.

Speech Therapy

"What do you want for a snack, Ella?" my mom asked.

"Norit," she replied. It sounded **like a foreign language** to any outsider. But in our family, we knew what Ella meant. She wanted yogurt. Ella could not **figure out** how to say yogurt. She also couldn't say juice. We knew when she held up her sippy cup and cried, "Ner!" that she meant, "More juice please!" Ella was very young. She was three years old. But she could say many other words well. After a while, Ella should have been able to say "juice" and "yogurt", but these words were still difficult. Later, it came time for my mor speech therapy.

At speech therapy, Ella **worked on** saying c her mouth and tongue. She had to work on form instead of "katar". Sometimes it was really difficu

Now, Ella says yogurt, guitar, and juice all th to speech therapy still have trouble with speakin "-ing" easily. But speech therapy can still help th

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2.		
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Copyright: Out of T

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Imane's Mystery

Imane was excited. She had just **thought of an idea** for a story! It was going to be a mystery. She stopped everything she was doing. She ran to her room and sat at her desk. The ideas were **piling up in her brain**. She just had to write fast enough to not forget them. She was certain about who her characters would be. There was a teacher, a student, a student's mom, and the student's little sister. Something would go missing from the classroom. But what? And who would be the thief? Imane's pencil stopped mid-sentence. She sat back in her chair and put her finger to her s was a mystery. She decided to keep writing and hoped **e's pencil raced** across the lines of her notebook. She ame was Tenzin. He didn't love school, but he wanted to was always playful with her. She was too little for school very day. Tenzin's teacher asked to talk to his mom after her. The next day, the teacher noticed something missing What was stolen? Something cheap? Or something t. She started brainstorming the next chapter of her story.

eral or urative?	What it Means in the Text:

ds you listed. Use each one in your own sentence.

_____

_____

_____

ur of This World Literacy (Jen Bengel)

Word Study: Literal v. Figurative Language

Name: _____ Date: _____

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Amelia decided to start by drinking a glass of water. Her mouth tasted awful. Drinking water would help. She went down to the kitchen and drank a glass. It was refreshing. Still, Amelia felt kind of off. What should she do next? She decided a walk might help. Amelia learned in gym class that physical activity can help with emotions. It was something about the brain and the body working together. Amelia started walking laps around the backyard. **Her skin loved the feel of the sun**. Her eyes did not. Amelia squinted to see. Slowly, she was able to fully open her eyes. Amelia's body was feeling better. There was one more thing she needed to do. She went inside. She got out her notebook and pen. She started writing everything in her head and everything she was feeling. When she finished, she sighed. She **felt much better** than when she woke up.

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6 FICTION PASSAGES

Word Study: Literal v. Figurative Language

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Mental Health

Everyone has mental health, just like everyone has physical health. People work their muscles and eat food to have good physical health. People can do similar things to help their mental health. The word mental means "about the mind". Mental health has to do with our feelings, thinking, emotions, and mood. Mental health is just as important as physical health! It is important to take care of your mental health and do things that help you feel good. Life can sometimes **pile on stress**. Stress is normal, but too much can be harmful. Good mental health can reduce stress.

One way to improve mental health is to sleep for eight to **ten hours every night**. Sleep is so important for your mood and brain! Nutrition is a[n] foods that give you energy helps your brain wor[k] regulate emotions and thinking. Exercise is also **one stone** because it's good for physical health body and getting your heart rate up, your mood support mental health. Talking with a trusted frie[nd] about feelings in a journal or practicing mindfuln[ess]

	Bold Words:	Literal or Figurative
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Sunisa Lee

In June of 2021, Suni Lee became the first Hmong-American to qualify for the U.S. Olympic gymnastics team. Sunisa Lee was born in 2003. She grew up in St. Paul, Minnesota. Her mom is a healthcare worker, and her dad is a veteran. That means he **served in the U.S. military**. Suni also has five siblings: Shyenne, Evionn, Joriah, Lucky, and Noah.

Suni started gymnastics when she was just six years old. She became a junior elite gymnast in 2016. She started competing in many competitions. She competed against a lot of other very talented gymnasts. She had to be **tough as nails**. In 2017, Suni decided she would attend Auburn University after graduating high school. They gave her a gymnastics scholarship. They would help pay for her college if she joined their gymnastics team.

In 2019, Suni competed at the U.S. National Championships. In gymnastics, there are four main events: balance beam, uneven bars, floor exercise, and vault. After competing in all four events, Suni was in **second place!** Only Simone Biles was ahead of Suni. Finally, in 2021, Suni won second place at the U.S. Olympic Trials. She had **secured her spot** on the U.S. Olympic gymnastics team!

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The Olympics

Billions of people around the world love to watch sports. Their **eyes are glued** to TV screens everywhere! There are so many stadiums, arenas, and tournaments. The Olympics bring athletes together from around the world. **More than 200 countries** have athletes who compete in the Olympics. The Olympics happen every four years. They happen on even years. There are two different Olympics—the summer games and the winter games.

The very first Olympic games were a few thousand years ago in Olympia, Greece. They did not have as many sports and events as there are now. Most of the competition was **running or** [...] olive wreaths to wear on their heads. After a few hundred [...]ot start again until the late 1800s. Today, there are many [...]cs, skiing, and many more. Athletes **compete to win** a [...]want their athletes to win the most medals.

[...]the Olympics were canceled or postponed. They were [...]l. They were also canceled in 1940 and 1944 because of [...]postponed until 2021 because of the COVID-19 outbreak.

	[...]iteral or [...]urative?	What it Means in the Text:

[...]rds you listed. Use each one in your own sentence.

Out of This World Literacy (Jen Bengel)

6 NONFICTION PASSAGES

GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Amelia's Morning (F)	Mental Health (NF)
Speech Therapy (F)	The Olympics (NF)
Imane's Mystery (F)	Sunisa Lee (NF)
Very Little English (F)	The Country of Jordan (NF)
Group Project (F)	Jesse Owens (NF)
Bedtime Routine (F)	Eyes (NF)

OOGLE VERSION!

GOOGLE™ LINKS FOR STUDENTS

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Imane's Mystery (F)	Sunisa Lee (NF)
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Group Project (F)	Jesse Owens (NF)
Bedtime Routine (F)	Eyes (NF)

12 Word Study Texts Included:

Below is a list of titles included in this set of word study skills texts

Passage Title	Genre	Word Study Skills Covered
Amelia's Morning	Fiction	• Literal v Figurative Language
Mental Health	NF	• Literal v Figurative Language
Speech Therapy	Fiction	• Literal v Figurative Language
The Olympics	NF	• Literal v Figurative Language
Imane's Mystery	Fiction	• Literal v Figurative Language
Sunisa Lee	NF	• Literal v Figurative Language
Very Little English	Fiction	• Literal v Figurative Language
The Country of Jordan	NF	• Literal v Figurative Language
Group Project	Fiction	• Literal v Figurative Language
Jesse Owens	NF	• Literal v Figurative Language
Bedtime Routine	Fiction	• Literal v Figurative Language
Eyes	NF	• Literal v Figurative Language

The Standards: Grade 2

	Common Core State Standard	TEK Standard
Passage 1: Amelia's Morning	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2.10D Discuss the use of descriptive, literal, and figurative language.
Passage 2: Mental Health	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2.10D Discuss the use of descriptive, literal, and figurative language.
Passage 3: Speech Therapy	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2.10D Discuss the use of descriptive, literal, and figurative language.
Passage 4: The Olympics	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2.10D Discuss the use of descriptive, literal, and figurative language.
Passage 5: Imane's Mystery	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2.10D Discuss the use of descriptive, literal, and figurative language.
Passage 6: Sunisa Lee	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2.10D Discuss the use of descriptive, literal, and figurative language.
Passage 7: Very Little English	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2.10D Discuss the use of descriptive, literal, and figurative language.
Passage 8: The Country of Jordan	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2.10D Discuss the use of descriptive, literal, and figurative language.
Passage 9: Group Project	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2.10D Discuss the use of descriptive, literal, and figurative language.
Passage 10: Jesse Owens	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2.10D Discuss the use of descriptive, literal, and figurative language.
Passage 11: Bedtime Routine	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2.10D Discuss the use of descriptive, literal, and figurative language.
Passage 12: Eyes	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2.10D Discuss the use of descriptive, literal, and figurative language.

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The Standards: Grade 3

	Common Core State Standard	TEK Standard
Passage 1: Amelia's Morning	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: Mental Health	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: Speech Therapy	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: The Olympics	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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 5: Imane's Mystery	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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 6: Sunisa Lee	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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 7: Very Little English	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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 8: The Country of Jordan	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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 9: Group Project	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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 10: Jesse Owens	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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 11: Bedtime Routine	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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 12: Eyes	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: Amelia's Morning	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: Mental Health	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: Speech Therapy	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: The Olympics	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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 5: Imane's Mystery	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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 6: Sunisa Lee	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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 7: Very Little English	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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 8: The Country of Jordan	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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 9: Group Project	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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 10: Jesse Owens	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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 11: Bedtime Routine	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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 12: Eyes	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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.

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The Standards: Grade 5

	Common Core State Standard	TEK Standard
Passage 1: Amelia's Morning	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: Mental Health	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: Speech Therapy	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: The Olympics	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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 5: Imane's Mystery	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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 6: Sunisa Lee	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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 7: Very Little English	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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 8: The Country of Jordan	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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 9: Group Project	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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 10: Jesse Owens	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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 11: Bedtime Routine	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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 12: Eyes	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: Amelia's Morning	CCSS.ELA-LITERACY.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	6.9D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.
Passage 2: Mental Health	CCSS.ELA-LITERACY.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	6.9D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.
Passage 3: Speech Therapy	CCSS.ELA-LITERACY.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	6.9D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.
Passage 4: The Olympics	CCSS.ELA-LITERACY.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	6.9D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.
Passage 5: Imane's Mystery	CCSS.ELA-LITERACY.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	6.9D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.
Passage 6: Sunisa Lee	CCSS.ELA-LITERACY.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	6.9D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.
Passage 7: Very Little English	CCSS.ELA-LITERACY.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	6.9D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.
Passage 8: The Country of Jordan	CCSS.ELA-LITERACY.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	6.9D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.
Passage 9: Group Project	CCSS.ELA-LITERACY.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	6.9D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.
Passage 10: Jesse Owens	CCSS.ELA-LITERACY.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	6.9D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.
Passage 11: Bedtime Routine	CCSS.ELA-LITERACY.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	6.9D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.
Passage 12: Eyes	CCSS.ELA-LITERACY.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	6.9D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.

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