

FIGURATIVE LANGUAGE



stories & poems

Words and Phrases

4. Read the following sentence

After some time, I heard th

approached.

Why does the author use

The author uses on

sounds they would b

they are there

5. Read the following

We all laughed

The author uses th

a the narra

b the kids

c the kids

d the kids

6. Read the fr

She made e

I could hav

Explain w

She m

a lot of had s

The main character was

Words and Phrases

Answer the following questions. Underline the text evidence in t

1. Read the following sentence from paragraph 1.

There was a blanket of snow covering the ground.

The author uses this metaphor to show that

the ground was covered with

2. Read the following line from paragraph 3.

My team made millions of snowballs and hi

The author uses this hyperbole to show

a the team made some snowba

b the team made a few snowba

c the team made a million sno

d the team made a lot of sno

3. In paragraph 3, the author uses

a the snow fell quietly.

b the kids saw rabbits o

c the main character's t

d the other team crept

team

530L Figurative Language Name: _____ Date: _____

A Snowball Fight

I woke up and peered out my window. There was a blanket of snow covering the ground.

"Yes!" I squealed. "Today will be a snow day!"

After breakfast, I raced outside to meet my neighbors. We planned a huge snowball fight. My team made millions of snowballs and hid them behind a mountain of snow. We waited as quiet as rabbits for the other team to approach. After some time, I heard the crunch of snow under their feet as the other team approached. We bombarded them with snowballs soaring through the air. Thunk! I had been hit in the arm by a large snowball. We all laughed like hyenas as we played.

After playing for an hour, my hands felt like they were frozen solid. My neighbor Kate's mom cooked lunch for us. She made enough food to feed an army. I was glad because I felt so hungry that I could have eaten a horse.



WHAT'S INCLUDED?

TEN 3rd Grade DIGITAL and PRINTABLE PDF poems and stories & ONE assessment!

- Aligned with 3rd Grade Lexile Levels
- Includes an RL 3.4 Anchor Chart/Journal Page
- Students can highlight the text for easy comprehension

Created with
GOOGLE
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WORDS & PHRASES IN POETRY

3rd grade

Table of Contents

*This product includes 12 stories and poems in the 2nd-3rd Grade Common Core Text Complexity Band.

- RL.3.4 Anchor Chart/ Journal Pages
- **Poems Included:**
 1. *My Brother's Not a Werewolf* by Ken Nesbitt
 2. *Hope is the Thing with Feathers* by Emily Dickinson
 3. *The Rainbow* by Christina Rossetti
 4. *A Red, Red Rose* by Robert Burns
 5. *The Bells* by Edgar Allen Poe
- **Original Stories Included:**
 1. *A Snowball Fight*- 530L



POEMS & STORIES

570L Figurative Language Name: _____ Date: _____

The Big Race

Carlos's heart was going to beat right out of his chest. He stood at the starting line for the big race. His class had been practicing for this race for weeks in their physical education class. **Carlos was extremely nervous because he was as slow as a turtle. He came in dead last every time they trained.**

Suddenly, Carlos heard a loud POP! The gun went off, and the race had begun. Carlos was like a duck out of water. He swiftly fell to the back of the group. His heart sank when he came to the realization that he would probably be last again.

As the race went on, everyone became weary. Some kids who were in the front and middle began to sift to the back of the race. Finally, it was the last lap. Carlos saved some of his energy for this last lap. He pushed himself to pick up his pace. Carlos passed three kids. As he neared the end of the last lap, Carlos sprinted with all of his might. He ran past two more kids as he crossed the finish line.

The race was over. Carlos had finished, and he didn't come in last! Carlos collapsed on the grass. He had put so much energy into the race that he felt like he could sleep for a year.



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After reading,
students
type their answers in
the text boxes using
text evidence.



Color-coded highlighting
supports student
comprehension. In Google
Slides, students can
highlight as they read!

Words and Phrases
Answer the following questions. Underline the text evidence in the color shown.

1. Read the following sentence from paragraph 1. 

Carlos was extremely nervous because he was as slow as a turtle.

In this sentence, what does the author compare Carlos to? Why?

Students type their answers
right in the text box.

2. Read the following line from paragraph 1. 

He came in dead last every time.

The author uses the words "dead last" to show that

- a. Carlos would rather die than run.
- b. Carlos was very nervous about running.
- c. Carlos was the very last person in every race.
- d. running made Carlos feel like he was going to die.

3. Read the following sentence from paragraph 2. 

Suddenly, Carlos heard a loud POP!

Why does the author use onomatopoeia in this sentence?

- a. Carlos was scared of the race.
- b. This sound shows that Carlos was nervous.
- c. This shows that Carlos didn't want to run in the race.
- d. This shows a sudden sound that may have startled Carlos.

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ASSESSMENT

Color coded highlighting
can also be done on the
assessments!

530L Figurative Language Name: _____ Date: _____

TEST: The Trouble with Brother

"Take it off!" I yelled at my brother Hau who had stolen my favorite baseball t-shirt again. I was so angry that my ears were smoking.

"I'm already wearing it. I will give it back to you tomorrow," he shouted back at me.

"You are as stinky as dirty socks. You can't wear my clothes," I yelled back and tugged at my shirt. I tugged so hard that Hau fell face forward. I heard a loud bang as he hit the floor. Hau began to wail. He cried so hard that he made a lake around him. My mom dashed into the room.

"WHAT IS GOING ON HERE?" she questioned in an angry voice.

"Hau stole my baseball shirt again," I complained. "He wouldn't give it back, so I tried to take it, and he fell."

Between his tears, Hau told my mom that I pushed him.

"GO TO YOUR ROOM IMMEDIATELY," my mom scolded.

I scurried to my room while looking at the floor. I didn't mean to hurt Hau, but he shouldn't have stolen my shirt. After sulking in my room for an hour, I decided that I should check to make sure that Hau was OK. I walked into Hau's room. I'm sorry I hurt you, Hau. Are you OK?" I asked as sweet as honey.

"I was hurt, but I'm OK now," Hau replied. "I'm sorry for taking your shirt without asking."

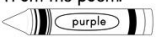
I hugged Hau and explained to him that he needs to ask me before he takes my things. Hau promised to ask from there on out.



Words and Phrases
Answer the following questions. Underline the text evidence in the color shown.

Little White Lily
by George Macdonald

Little White Lily
Sat by a stone,
Drooping and waiting
Till the sun shone.
Little White Lily
Sunshine has fed;
Little White Lily
Is lifting her head.

6. Read the following lines from the poem.
Little White Lily 
Sat by a stone,

What is the poet describing in these lines?

- a. A flower being still
- b. A girl waiting for the sun
- c. The sunshine feeding plants
- d. A girl named Lily sitting on a stone

7. How do the words "is lifting her head" describe what is happening in lines 5-8 of the poem? 

Students type their answers right in the text box.

by William Shakespeare

All the world's a stage,
And all the men and women merely players;
They have their exits and their entrances,
And one man in his time plays many parts.

This resource also includes a test for student
assessment.

WORDS & PHRASES IN POETRY

3rd grade

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- **Original Stories Included:**
 1. *A Snowball Fight*- 530L
 2. *The Big Race*- 570L
 3. *A Stormy Day*-600L
 4. *The Big Test*- 630L
 5. *A Hike at Yellowstone*- 760L
- **Assessment**
 1. *The Trouble with Brother*- 530L

ABOUT LEXILE LEVELS



Common Core Kingdom, 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 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	1185L-1385L

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



Figurative Language

SIMILE

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



This pizza is as cold as ice.

METAPHOR

Compares two things by saying that one thing is another thing



Danny was a bear when he woke up.

ONOMATOPOEIA

Word that makes a sound



Splash!

HYPERBOLE

An exaggeration



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

PERSONIFICATION

Giving human qualities to nonliving things



The leaves danced in the wind.

©Julie B. B. B.



530L

Figurative Language

Name: _____

Date: _____

A Snowball Fight

I woke up and peered out my window. There was a blanket of snow covering the ground.

"Yes!" I said.

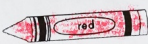
be a snow day!"
side to meet my neighbors. We planned a huge pile of snowballs and hid them behind a mountain of snow under their feet as the other team's snowballs soared through the air. Thunk! I

nds felt like they were frozen solid. My us. She made enough food to feed an army that I could have eaten a horse.



Words and Phrases

Answer the following questions. Underline the text evidence in the color shown and the following sentence from paragraph 1.



ket of snow covering the ground.

etaphor to show that
the ground was covered with snow



om paragraph 3.

rowballs and hid them behind a mountain of snow.

le to show that
e snowballs and hid them.
n snowballs and hid them behind a mountain.
if snowballs and hid them behind a mound of



as the simile "as quiet as rabbits" to show that

side in the snow.
I waited quietly for the other team
quietly to attack the main character's

Words and Phrases

4. Read the following sentence from paragraph 3.

After some time, I heard a crunch of snow under their feet as the other team approached.

Why does the author use onomatopoeia in this sentence?
The author uses onomatopoeia to show the readers what sounds they would hear in this scene. This helps the reader imagine they are there.



5. Read the following sentence from paragraph 3.

We all laughed like hyenas as we played.

The author uses this simile to show that

- a. the other team was approaching.
- b. the narrator was hit by a snowball.
- c. the kids were having fun with their snowball fight.
- d. the kids were turning into hyenas during their snowball fight.



6. Read the following sentences from paragraph 4.

She made enough food to feed an army! I was glad because I felt so hungry that I could have eaten a horse.

Explain what these metaphors mean.

She made enough food to feed an army means Kate's mom made a lot of food I felt so hungry that I could have eaten a horse means the main character was very hungry.

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The Rainbow

By Christina Rossetti



Boats sail on the rivers,
 And ships sail on the seas;
 But clouds that sail across the sky
 Are prettier than these.
 There are bridges on the rivers,
 As pretty as you please;
 But the bow that bridges heaven,
 And overtops the trees,
 And builds a road from earth to sky,
 Is prettier far than these.

Words and Phrases in Poetry

4. What words or phrases does the author repeat?

The author repeats the word sail and the words and beautiful image. The words are about

Words and Phrases in Poetry

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

1. What is the main idea of this poem?

The rainbow is all about the beauty of rainbows

2. Tap out the rhythm of the poem. Describe the rhythm. What mood does this create?

- a. The rhythm is uneven and slow. This creates a calm mood.
- b. The rhythm is steady and repeats. This creates a calm mood.
- c. The rhythm is fast and uneven. This creates a humorous mood.
- d. The rhythm is irregular and doesn't repeat. This creates a mysterious mood.

3. What are examples of words that rhyme in the poem? Why do you think the author chose to rhyme these words?

- a. sky and these rhyme
- b. rivers and seas rhyme
- c. heaven and sky rhyme
- d. please and trees rhyme

Every other line rhymes. The author chose this rhyming pattern because most of these lines have the same beat and have six syllables.



Words and Phrases
Answer the following questions. Underline the best evidence in the poem to answer the questions.

1. What is the author comparing his brother to?
The author is comparing his brother to a werewolf.

2. _____

Name: Julie Bochesse Date: 3/6

My Brother's Not a Werewolf

By Ken Nesbitt

My brother's not a werewolf
though it often looks that way.
He has to shave his whiskers
just every single day.

His feet are getting furry
and his hands are sprouting hair.
His voice is deep and growling
like a grumpy grizzly bear.

He often sleeps throughout the day
and stays up half the night.
And if you saw the way he eats
you'd surely scream in fright.

His clothes are ripped and dirty
like the stuff a werewolf wears.
His socks and shirts are shredded
and his pants have countless tears.

If you should ever meet him
you'll discover what I mean.
My brother's not a werewolf;
he's just turning seventeen.
--Kenn Nesbitt



ative Language

Name: Julie Bachese

Date: 3/4

The Trouble with Brother

"Take it off!" I yelled at my brother Hau who had stolen my favorite baseball t-shirt again. I was so angry that my ears were smoking. "I'm already wearing it. I will give it back to you tomorrow," he shouted back at me.

"You are as stinky as dirty socks." You can't wear my clothes," I yelled back and tugged at my shirt. I tugged so hard that Hau fell face forward. I heard a loud bang as he hit the floor. Hau began to wail. He cried so hard that he made a lake around him. My mom dashed into the room.

"WHAT IS GOING ON HERE?" she questioned in an angry voice. "Hau stole my baseball shirt again," I complained. "He wouldn't give it back, so I tried to take it, and he fell."

Between his tears, Hau told my mom that I pushed him. "GO TO YOUR ROOM IMMEDIATELY," my mom scolded. I scurried to my room while looking at the floor. I didn't mean to hurt Hau, but he shouldn't have stolen my shirt. After sulking in my room for an hour, I decided that I should check to make sure that Hau was OK. I walked into Hau's room.

"I'm sorry I hurt you, Hau. Are you OK?" I asked as sweet as honey.

"I was hurt, but I'm OK now, I replied. "I'm sorry for taking your shirt without asking."

I hugged Hau and explained him that he needs to ask me before he takes my things. Hau promised to stay there on out.

Words and Phrases
Answer

Underline the text evidence in the color shown from paragraph 1.

ears were smoking.

e? Why does the author use

bes how angry
er for steal

My Brother's Not a Werewolf

By Ken Nesbitt

My brother's not a werewolf
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He has to shave his whiskers
almost every single day.

His feet are getting furry
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My brother's not a werewolf;
he's just turning seventeen.
--Kenn Nesbitt



Words and Phrases

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

1. What is the author comparing his brother to in the poem? Why?

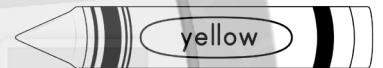


2. Why does the author say, "His feet are getting furry"?



- a. The author's brother is wearing furry slippers.
- b. The author's brother is turning into a werewolf.
- c. The author's brother is growing hair on his feet.
- d. The author's brother is turning into a grizzly bear.

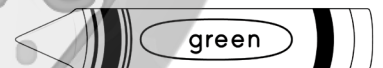
3. What does the author compare his brother's voice to?



- a. child
- b. teenager
- c. werewolf
- d. grizzly bear

4. Read the following lines from the poem.

*And if you saw the way he eats
you'd surely scream in fright.*



What does the author mean in these lines?

A Snowball Fight

I woke up and peered out my window. There was a blanket of snow covering the ground.

"Yes!" I squealed. "Today will be a snow day!"

After breakfast, I raced outside to meet my neighbors. We planned a huge snowball fight. My team made millions of snowballs and hid them behind a mountain of snow. We waited as quiet as rabbits for the other team to approach. After some time, I heard the crunch of snow under their feet as the other team approached. We bombarded them with snowballs soaring through the air. Thunk! I had been hit in the arm by a large snowball. We all laughed like hyenas as we played.

After playing for an hour, my hands felt like they were frozen solid. My neighbor Kate's mom cooked lunch for us. She made enough food to feed an army! I was glad because I felt so hungry that I could have eaten a horse.



Words and Phrases

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

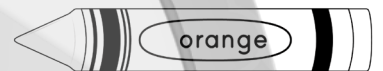
1. Read the following sentence from paragraph 1.



There was a blanket of snow covering the ground.

The author uses this metaphor to show that

2. Read the following line from paragraph 3.

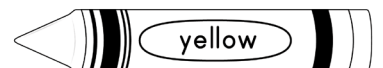


My team made millions of snowballs and hid them behind a mountain of snow.

The author uses this hyperbole to show that

- a. the team made some snowballs and hid them.
- b. the team made a few snowballs and hid them behind a mountain.
- c. the team made a million snowballs and hid them behind a mountain.
- d. the team made a lot of snowballs and hid them behind a mound of snow.

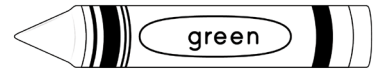
3. In paragraph 3, the author uses the simile “as quiet as rabbits” to show that



- a. the snow fell quietly.
- b. the kids saw rabbits outside in the snow.
- c. the main character’s team waited quietly for the other team.
- d. the other team crept up quietly to attack the main character’s team.

Words and Phrases

4. Read the following sentence from paragraph 3.



After some time, I heard the crunch of snow under their feet as the other team approached.

Why does the author use onomatopoeia in this sentence?

5. Read the following sentence from paragraph 3.

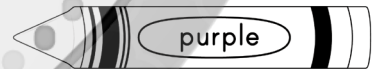


We all laughed like hyenas as we played.

The author uses this simile to show that

- a. the other team was approaching.
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- c. the kids were having fun with their snowball fight.
- d. the kids were turning into hyenas during their snowball fight.

6. Read the following sentences from paragraph 4.



She made enough food to feed an army! I was glad because I felt so hungry that I could have eaten a horse.

Explain what these hyperboles mean.

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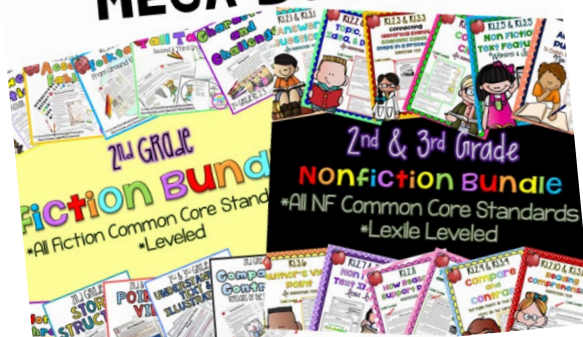
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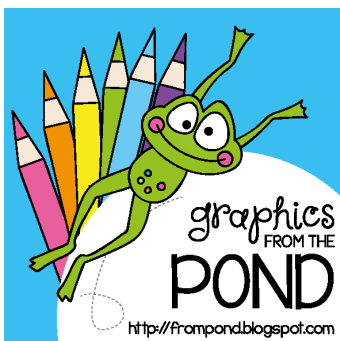
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