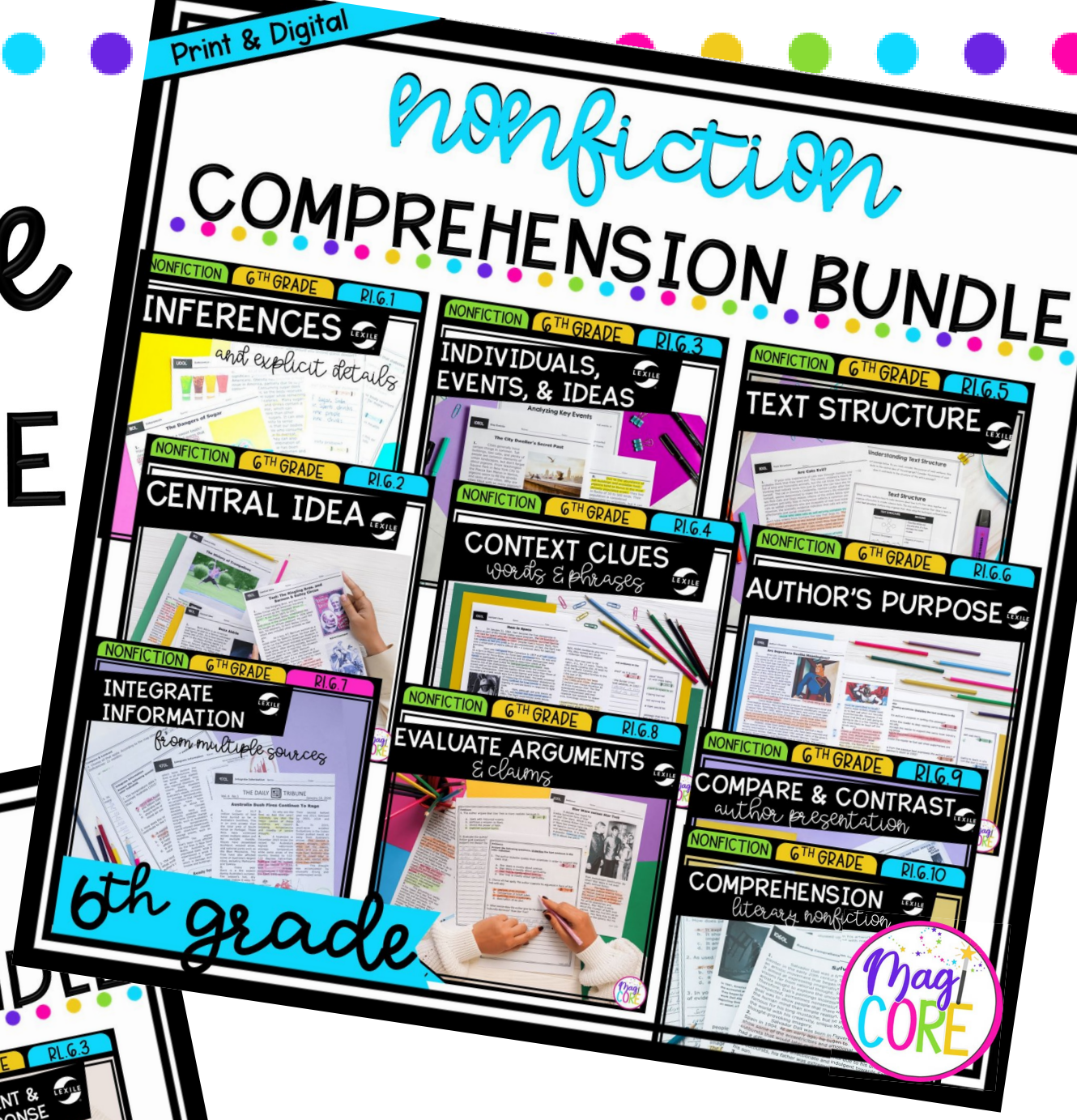
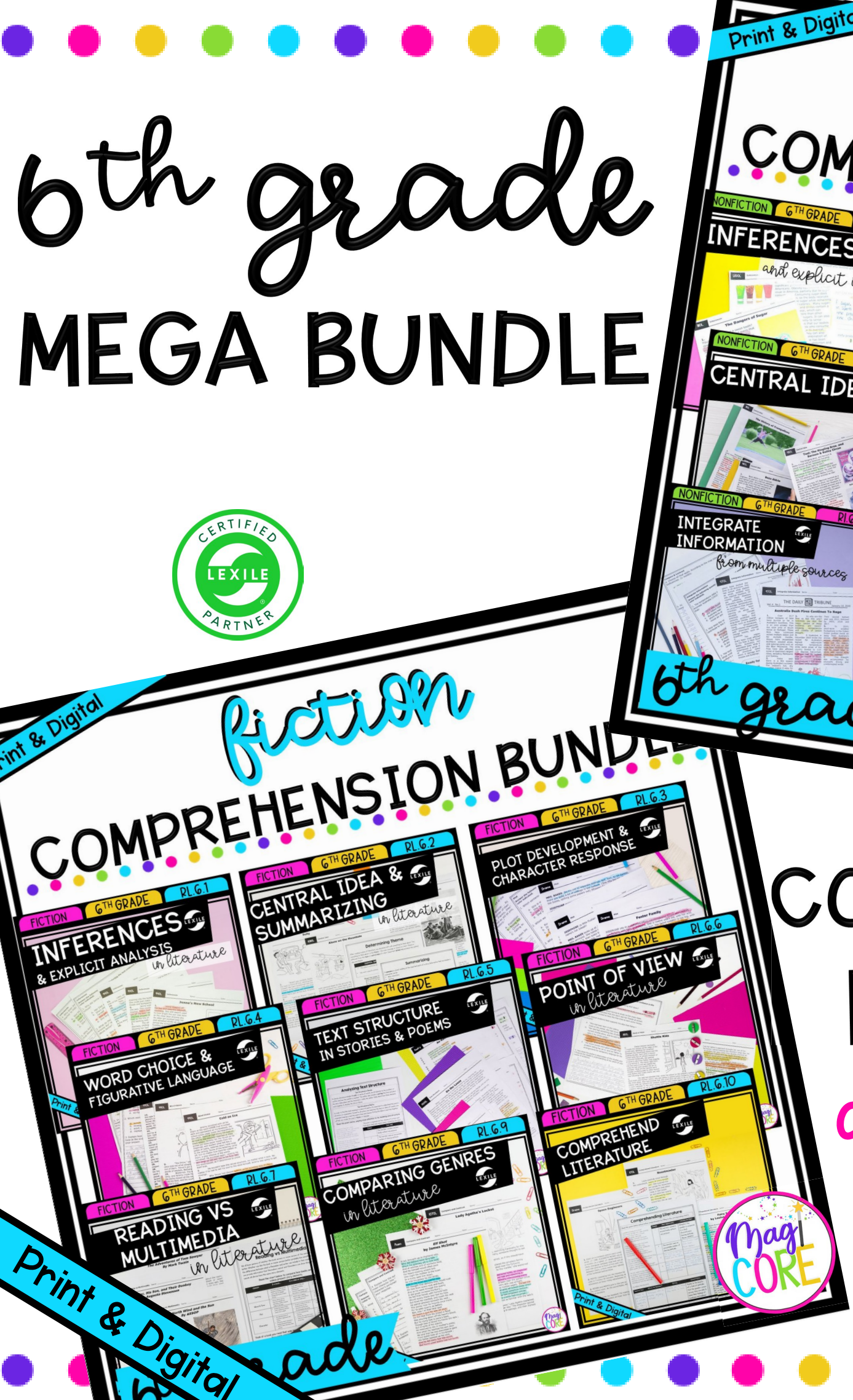
6th grade MEGA BUNDLE





COMPREHENSION PASSAGES

all standards



Analyzing Text Structure

Text Structure in Stories

In stories, structure includes the **plot**, or series of events; an introduction to the problem, or conflict, and how the conflict is resolved. The author also includes a **setting**—the time and place the story takes place—and the characters. Lastly, the author thinks about how these elements work together to develop the story's theme.

Text Structure in Poetry

In order to find the most meaning in a piece of poetry, it's important to understand the poem's structure, or organization. In poetry, structure can mean how the lines or ideas of a poem are organized, keeping in mind the poem's lines and stanzas. Putting the ideas in each line together will help you create the poem's **theme**, or message.

Read the poem below, paying close attention to its meaning and structure.

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed—and gazed—but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

By William Wordsworth

The poem is organized into four stanzas of six lines each. Think about what each stanza means, completing the chart.

Stanza	Main Idea
1	The narrator wanders around lonely, without any purpose.
2	The narrator sees an uncountable number of dancing daffodils.
3	The sparkling waves in the bay do not compare to the daffodils
4	The narrator's mind wanders to that of the dancing daffodils

Each line in the poem contributes to the overall theme of the poem. When put together, the ideas in the chart tell us the theme of *I Wandered Lonely as a Cloud*. Thanks to the beauty of a field of daffodils that the poet comes across, they are able to leave their feelings of loneliness and sadness behind.

Poetry Text Structure Name: Date:

An Honest Mistake

Locked inside my bedroom
I don't know what to think
All that's going through my mind
Is "wow, this really stinks"

1.
2.
3.
4.
It all happened
We
5.
6.
7.

slippery
ne's despair

doom

1000L Text Structure Name: Date:

On the Loose

"Eeep," I squeaked as he launched himself at me, knocking me backward into the grass. The dog, too big for my lap, climbed into it anyway and plopped down with a whine. He whimpered again, and I gave him a scratch behind the ear before searching his neck for his tag. I found a plain black collar but no tags. The dog whined, staring at me with chocolate eyes. Rising, he switched himself around in my lap, pressing his heavy head against mine. In addition to being lost, this pup was scared.

1.
"I'm Lizzy," I told th
2.
out who you real
3.

ow about I call you Mango until we find
me with me until then."
someone, Pumpkin," Dad told me,

"I know... he smells like mint and
just had a bath. Plus, he
ay mats in his coat, or fleas,
I keep him?"
his lips and thought for
need to call the local
is looking for
up flyers in the
claims him, then

Date:

off

920L Text Structure Name: Date:

Beach Doom

We'd just gotten to the beach when my flip flop decided to flip right off my foot before flopping straight into the sand.

1.
"Augh," I shouted at the shoe, thinking about the long day that lay ahead before we would be returning to our resort. Of course, I didn't have another pair of shoes with me.
2.
"It'll be okay, Sport," Dad said, which marked the fifth time he'd uttered those words since I'd first opened my eyes that morning.
3.
I stared down at my broken footwear, and then at the hot sand. The drive here had taken a million years, and waiting for my little sister, Alice, to wake up and get it together this morning had taken at least a million more. Three hours later than planned, we'd finally made it to the beach. It was already noon, which meant that the best spots, those close to the water but not too close, had already been snatched up by other tourists.
4.
"How about here," Mom asked when she stopped in a spot that might as well have been a thousand miles from the water.
5.
"Terrible," I said, "but everywhere else is taken."
6.
I growled and stomped off after Alice, who flounced carefree through the sunbathing crowd like a fairy in a field of flowers. I hustled to keep up, muttering "ow" to myself with every other step because the sun-soaked sand burned hot as lava.
7.
"Ow, ow, ouch, ow," I grumbled through gritted teeth, stepping gingerly through the sand, watching my feet to make sure they didn't melt completely. Suddenly, as the crash of the surf got loud and the sand became wet and cool under my poor scalded soles, Alice stopped. I came to a halt beside her and scanned the blue horizon.
8.
"Sharks," said Alice, turning to me with a shrug.
9.
"Where?" I asked, blinking wide as I perused the water for any sign of dorsal fins. But none were to be seen. No swimmers were in the ocean, either.
10.
Alice pointed to a nearby caution sign, and I quickly read the message:
11.



WARNING
SHARK SIGHTED
NO SWIMMING ALLOWED

tribute to
is are
what
unfair.
r on the
in
ole
ome.
see Mango. When
s?"
rned on the TV, and
old him all about
ny chest squeeze
to hang up posters
ng the flyers up, but
en she got home.
ust come out of me,
ded myself for lying
art dinner, I shocked

Compare and

4. Describe th
impart. How
Use evidence

The sec
must be
The firs
have beer
stay tog

5. Describ
of differer
dialogue,
internal n

The f
and e
The
using
impart

Compare and Contrast

**Answer the following que
color indicated.**

1. Which of the followin

a. The first one i
b. The first one
fiction.
c. The first one
d. The first on
literature.

2. Which general

a. Family
b. Hardsh
c. Friend
d. Comir

3. Which an

a. A
b. Fr
v
c.
d.

950L

Compare and Contrast

Name: _____ Date: _____

A retelling of *The Bear and the Two Travelers* by Aesop

1. There once were
John and James. These two
come of age together in a q
remote part of the country.
rough and tumble life that v
hardship or misfortune. The
tested; their accord had nev
their friendship was a thin c
chasm, with only one sure v
the application of weight an
2. Finally the day c
James were to depart to see
kissed their mothers, shook
ruffled the hair of their youn
admonitions to "be good to
their ears, they set off down
morning.
3. A few days into t
to take a shortcut through a
the winding road. Pushing th
brush and thorny thicket, th
clearing and came face-to-f
bear!
4. Both young men
should we do?" but James
leaving his companion to fa
5. Gritting his teeth
circled him, sniffing and gru
fell to the ground, stunned
grandfather's, that a bear w
the animal lost interest.
6. The bear sniffed
held his breath. To his grea
John had hoped for, and it
7. "John, you rasca
could outsmart that silly be
jokingly on the shoulder. "I
eh?" he asked, chuckling.
8. John glared at h
9. "The bear advis
with a friend who will aban

Poem

Compare and Contrast

Name: _____ Date: _____

We Have Been Friends Together
by Caroline Elizabeth Sarah Norton

We have been friends together,
In sunshine and in shade;
Since first beneath the chestnut-trees
In infancy we played.
But coldness dwells within thy heart,
A cloud is on thy brow;
We have been friends together—
Shall a light word part us now?

We have been gay together;
We have laugh'd at little jests;
For the fount of hope was gushing
Warm and joyous in our breasts.
But laughter now hath fled thy lip,
And sullen glooms thy brow;
We have been gay together—
Shall a light word part us now?

We have been sad together,
We have wept, with bitter tears,
O'er the grass-grown graves, where slumber'd
The hopes of early years.
The voices which are silent there
Would bid thee clear thy brow;
We have been sad together—
Oh! what shall part us now?



Evidence

4. The author uses the following type of evidence to support the claim that video games improve hand eye coordination.

a. Scientific Evidence
b. Narrative
c. Examples
d. Eyewitness Accou

5. Eval

green

ence

ver the following questions. **Underline** the text evidence in the indicated.

e author includes a quote from apa.org in order to support the im that:

red

Video games help kids with social skills.
Video games do not help kids with social skills.
Video games do not help develop critical thinking skills.
video games help develop critical thinking skills.

of the following is not a claim the author uses to support her t?

orange

ideo games help develop hand eye coordination.
ideo games help develop critical thinking skills.
deo games help develop social skills.
deo games help develop personal responsibility.

nor claims in paragraph 5 that people who play video games are sful in their careers. Is this claim supported by reasons and hy or why not?

yellow

will vary; this claim is supported although supported by the author directly. The develops skills through the other claims ssage that would support career success.

are good for
ort the thesis?

blue

1030L **Evidence** Name: _____ Date: _____

Are Video Games Actually Good?

1. Parents and teachers are always telling kids that video games will rot their brains. They say that video games are a waste time, and they them



1030L **Evidence** Name: _____ Date: _____

4. Not only do games help kids become better problem solvers and communicators, but they also help them develop better hand-eye coordination. In a study done by the University of Texas Medical Branch at Galveston High School, gamers performed better at virtual surgery than medical students. Another study found that surgeons who "played video games for at least three hours a week saw 37 percent fewer mistakes" in actual surgeries. These studies support the idea that video games help gamers develop eye-hand coordination.

5. Clearly, video games help kids develop problem-solving skills, social skills, and their hand-eye coordination. Kids who play video games not only do better in school, they are more successful in their careers.

6. Video games are an excellent way for kids to learn essential skills. They keep kids engaged, which makes them want to keep learning. Next time you see a kid playing a video game, think about how that person could become the next excellent brain surgeon!



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