Wings Need Words

Notice how a message persuades student readers.

6.T.SS.2.b "Use figurative language or literary devices for intentional effects when creating texts to achieve specific purposes or appeal to the target audience. (C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each comparison or human action given to a nonhuman thing. Circle repeated words or phrases, then write a short note beside each mark explaining its effect on student readers.

A Garden by the Court

1 At lunch, the empty corner beside the basketball court looks like a patch of dust. But it could become a butterfly garden. Milkweed leaves can feed monarch caterpillars, and flowering plants can give adult butterflies nectar. Imagine orange wings lifting over the blacktop like tiny flags. A garden would give students a quiet place to observe living things during science class. It would also give monarchs a stop as they travel during migration each year across North America.

2 To make this change, our school needs volunteers, seeds, and a small section of soil. The garden will not grow by magic, yet a few hands can wake the ground. Digging, planting, watering, we can turn a brown space into a bright welcome. Who would not want to see a monarch rest on a flower before heading south? Plant for wings. Plant for wonder. Plant for a schoolyard that feels alive. Ask a teacher or garden club member how you can help.

3 Some people may think one garden is too small to matter. Think again. A single milkweed plant can be a cafeteria for hungry caterpillars, while each bloom can offer nectar to a visiting butterfly. When students care for the garden, they are not just pulling weeds. They are building a bridge between the busy schoolyard and the natural world. Let the bare corner become a place where wings arrive, questions grow, and our school shows that small actions can travel far.

2 ANSWER WITH EVIDENCE

Use the passage

1. What comparison is made when the passage describes orange wings over the blacktop? What picture does this comparison create?

2. In paragraph 2, what human action is given to the ground? How does this choice make student volunteers seem important?

3. Which words are repeated in paragraph 2? Explain how the repetition supports the writer's purpose.

4. How does the “building a bridge” image in paragraph 3 appeal to the student audience?

3 YOUR TURN

Your own words

Write a three-sentence announcement inviting sixth graders to join a campus clean-up. Use at least one comparison or personification, and repeat a short phrase at least twice to persuade your readers.

ANSWER KEY

Wings Need Words

GRADE 6 · 6.T.SS.2.b

PART 1 · READ AND MARK

Underline each comparison or human action given to a nonhuman thing. Circle repeated words or phrases, then write a short note beside each mark explaining its effect on student readers. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What comparison is made when the passage describes orange wings over the blacktop? What picture does this comparison create?	**The wings are compared to tiny flags. The comparison helps readers picture bright orange butterflies lifting above the dark blacktop.**
2	In paragraph 2, what human action is given to the ground? How does this choice make student volunteers seem important?	**The passage says that a few hands can "wake the ground." It makes volunteers seem able to bring a dull space to life.**
3	Which words are repeated in paragraph 2? Explain how the repetition supports the writer's purpose.	**"Plant for" is repeated. The repetition makes the call to action memorable and urges students to help create the garden.**
4	How does the "building a bridge" image in paragraph 3 appeal to the student audience?	**It shows that students can connect their busy schoolyard with nature, making garden work seem meaningful.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Join the Saturday campus clean-up and help our sidewalks shine like silver paths. Clean for pride. Clean for the birds, the trees, and the students who share this place.

Accept accurate identifications of comparisons, personification, repetition, and reasonable explanations of their persuasive effects. For the writing task, accept any three-sentence announcement that addresses sixth graders, includes the required figurative language and repetition, and clearly invites participation.