When the Wind Wins

Notice how exact words bring an action scene to life.

W.6.3.d "Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline three precise action verbs and circle two details that help you hear or feel what happens.

The Runaway Kite

1 The kite jerked against my fingers as a cold gust swept across the soccer field. Its red tail whipped past my ear, and the paper wings rattled like a deck of cards. I dug my sneakers into the damp grass, but the string slipped across my palm. It scraped my skin, then snapped with a sharp pop. For one breath, the kite hung above the goalpost. Then it shot toward the row of houses beyond the field, dragging its loose string through the air.

2 I ran after it, my sneakers squelching through a patch of mud. The kite dipped over a chain-link fence and skittered along the top, its tail catching on a metal point. I stopped so fast that wet grass sprayed my shins. On the other side of the fence, a neighbor's dog barked from a porch. The kite tugged free before I could reach through the links. It sailed toward a small maple tree, where thin branches shook in the wind like restless fingers.

3 The kite caught on a low branch and trembled there. I gripped the fence and followed it to an open gate, my breath loud in my ears. The branch was just above my head, but the tail hung close enough to grab. I pulled it gently, inch by inch, until the string slid through the leaves. The paper wing had a narrow tear. I pressed its rough edge between my fingers and smelled wet earth as the wind finally settled.

2 ANSWER WITH EVIDENCE

Use the passage

1. What does each verb, “scraped” and “snapped,” tell you about the string as it breaks?

2. How does comparing the wings' rattle to a deck of cards help you imagine the sound?

3. What does “my sneakers squelching through a patch of mud” add that “I ran” would leave out?

4. How do “inch by inch” and “narrow tear” help you understand the rescue and its result?

3 YOUR TURN

Your own words

Write one paragraph about retrieving an object that slips into a hard-to-reach spot. Do not use a kite, fence, or tree. Use at least two precise action verbs and details from two different senses.

ANSWER KEY

When the Wind Wins

GRADE 6 · W.6.3.d

PART 1 · READ AND MARK

Underline three precise action verbs and circle two details that help you hear or feel what happens. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What does each verb, “scraped” and “snapped,” tell you about the string as it breaks?	**“Scraped” shows the string rubbing painfully across the narrator's skin. “Snapped” shows it breaking suddenly.**
2	How does comparing the wings' rattle to a deck of cards help you imagine the sound?	**It suggests a quick, dry fluttering sound as the wings shake in the wind.**
3	What does “my sneakers squelching through a patch of mud” add that “I ran” would leave out?	**It lets the reader hear the wet mud under the narrator's shoes and sense the muddy ground.**
4	How do “inch by inch” and “narrow tear” help you understand the rescue and its result?	**“Inch by inch” shows the narrator pulling carefully. “Narrow tear” shows that the kite has a small amount of damage.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

My pencil rolled under the crowded bleachers as the gym buzzer blared. I crouched on the gritty floor and squinted into the dark gap. The pencil gleamed beside a crushed paper cup, just beyond my fingertips. I slid a ruler under the bench and nudged the pencil toward my hand. Its eraser bumped against my knuckle. I snatched it up, brushing a dusty streak from its yellow paint.

For the marking task, accept any three precise action verbs and any two details that convey sound or touch. For the paragraph, look for a clear retrieval action, at least two precise verbs, and details from two different senses.