

Crossing Word Bridges

Use connected words to sharpen meaning in a short narrative.

8L5.b "Use the relationship between particular words to better understand each of the words."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline at least three pairs or groups of words whose meanings connect. Circle each pair that contrasts, and draw an arrow from the weaker word to the stronger word when the words show a change in degree.

The Footbridge at Dusk

- ① At dusk, Maya stood at the trailhead, reluctant to cross the old footbridge. Her brother Leo was eager, already tightening the straps on his backpack. The bridge swayed above a narrow creek, and its wooden boards looked worn but sturdy. Maya listened to the water below and took one careful step. Leo did not tease her. Instead, he waited beside the rail, calm and patient, until she felt ready to continue. The fading light made every sound seem sharper.
- ② Halfway across, a dim glow appeared near the far bank. It came from a volunteer ranger checking the bridge after recent rain. As the ranger lifted her lantern, the glow became a brighter beam, showing wet leaves stuck between the boards. "Move slowly," she called. Leo, who had hurried at first, now paused. Maya noticed that the ranger's quiet instructions made the crossing feel safer than Leo's earlier excited chatter. The creek splashed softly beneath them.
- ③ On the other side, Maya turned to look back. The bridge no longer seemed frightening; it seemed challenging, a problem she had faced. Leo admitted that his quick start had been careless, while Maya's slow start had been cautious. Together, they thanked the ranger and followed the trail toward the camp. Behind them, the creek's faint murmur grew louder as the evening became darker, but neither traveler wanted to hurry now. They walked with steady steps.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What is the relationship between *reluctant* and *eager* in paragraph 1? What does that relationship show about Maya and Leo?

2 How does the relationship between *dim* and *brighter* help you understand the ranger's lantern light?

3 Leo had *hurried* at first, but then he *paused*. How are these actions related, and what change do they show?

4 Use the contrast between *careless* and *cautious* to explain how Leo and Maya approached the bridge.

3 YOUR TURN _____ Your own words

Create a new moment in three sentences. In the first two sentences, use and underline a pair of related words that shows a contrast or a change in degree. In the third sentence, explain how the relationship between the words adds meaning.

PART 1 • READ AND MARK

Underline at least three pairs or groups of words whose meanings connect. Circle each pair that contrasts, and draw an arrow from the weaker word to the stronger word when the words show a change in degree. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the relationship between <i>reluctant</i> and <i>eager</i> in paragraph 1? What does that relationship show about Maya and Leo?	They contrast. Maya hesitates or does not want to cross, while Leo wants to begin right away.
2	How does the relationship between <i>dim</i> and <i>brighter</i> help you understand the ranger's lantern light?	The words show a change in degree. The light starts weak or low and becomes stronger.
3	Leo had <i>hurried</i> at first, but then he <i>paused</i> . How are these actions related, and what change do they show?	They contrast. Hurried means moved quickly, while paused means stopped briefly, showing that Leo became more careful.
4	Use the contrast between <i>careless</i> and <i>cautious</i> to explain how Leo and Maya approached the bridge.	Leo began too quickly without enough care. Maya moved slowly and carefully because she recognized possible danger.

PART 3 • YOUR TURN (SAMPLE ANSWER)

At first, a drizzle tapped on the roof. By noon, a downpour flooded the gutters. Both words name rain, but a downpour is much heavier than a drizzle.

Accept accurate explanations of contrast, similarity, or change in degree that use passage evidence. For the open response, accept any original three-sentence moment with an underlined related pair and a correct explanation of the relationship.