# After the Storm

How word choices shape a story's meaning

**6.3.R.4** "Students will analyze how literary devices contribute to the meaning of a text: • figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom) • sound devices (i.e., onomatopoeia, alliteration)"

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Read the story, then underline two comparisons, circle two sound devices, and number the words on the garden sign each time they appear. Think about what these choices help you understand.

### Grow Here

1 The morning after the storm, Mina found the school garden flattened. Rain had pressed the bean vines into the dirt, and the wooden sign lay face down in a puddle. The wind still worried the loose fence boards, making them tap against each other. Mina stepped around a broken pot. Before the storm, she had checked the seedlings every lunch break. Now the garden looked like a crumpled green blanket. She picked up the sign and read its muddy words: GROW HERE.

2 Clack! A loose board struck the fence post, and Mina jumped. She found a hammer in the tool shed, but the shed door was locked. Her friend Eli arrived carrying a small bag of saved seeds. "I found these in our classroom," he said. The paper packet was dry, although the garden was a sea of mud. Mina turned it over. Sunflowers, it said. She imagined their bright faces above the fence and slipped the packet into her pocket.

3 At lunch, Mina and Eli asked their teacher for help. Together they cleared the broken pots and pushed the sign back into the soil. Soft, steady scrapes of their shovels replaced the fence's sharp clacks. The ground was too wet for planting, so they made a plan to return when it dried. Mina left the sign standing beside the empty beds. Its muddy letters faced the school windows. As she walked away, she pictured the packet of seeds waiting in her pocket and the first sunflower reaching over the repaired fence.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. What does “the wind still worried the loose fence boards” suggest about the garden after the storm?

2. How does “a crumpled green blanket” help you picture the garden?

3. How do “Clack!” and “Soft, steady scrapes” help show a change in the scene?

4. By the end, what could the sign’s words, GROW HERE, mean beyond telling people where plants grow? Use one event from the story to support your idea.

## 3 YOUR TURN

Your own words

Write two sentences about a place recovering after a setback. Use a simile or personification in one sentence and a sound device in the other, then write two more sentences explaining how each device shapes the mood.

**ANSWER KEY**

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**GRADE 6 · 6.3.R.4**

## PART 1 · READ AND MARK

Read the story, then underline two comparisons, circle two sound devices, and number the words on the garden sign each time they appear. Think about what these choices help you understand. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | What does "the wind still worried the loose fence boards" suggest about the garden after the storm? | **Giving the wind a human action makes the garden seem unsettled, as if the storm's effects have not ended.** |
| 2 | How does "a crumpled green blanket" help you picture the garden? | **The comparison suggests that the vines are flattened and tangled across the ground.** |
| 3 | How do "Clack!" and "Soft, steady scrapes" help show a change in the scene? | **The sharp clack makes the damaged fence sound startling. The softer shovel sounds show Mina and Eli beginning the calmer work of repairing the garden.** |
| 4 | By the end, what could the sign's words, GROW HERE, mean beyond telling people where plants grow? Use one event from the story to support your idea. | **The words could stand for a fresh start. Mina and Eli put the sign back and plan to plant the saved seeds when the soil dries.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

After the power came back, the dark apartment blinked awake like a sleepy cat. Click, click went the switches as Dad tested each lamp. The simile makes the apartment feel safe and lively again. The clicking sounds show the family bringing light back, one lamp at a time.

Accept supported interpretations of the sign that connect growth with the garden's recovery or the children's renewed effort. For the open task, check that each device appears in the student's own scene and that each explanation connects the device to mood.