

6th Grade

Name: \_\_\_\_\_

## WEEK AT A GLANCE!

Story:

"I Was a Skinny Tomboy Kid"

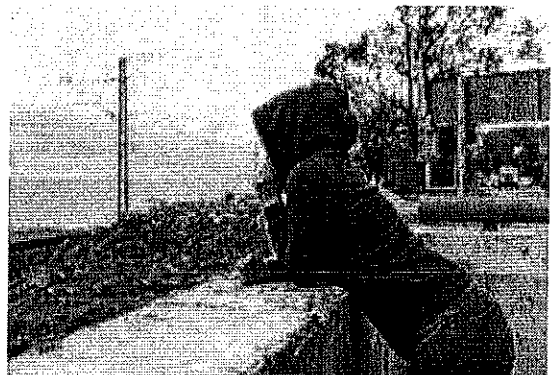
Genre: Poetry

Vocabulary/Word Study Skill:

Suffix -ness: the condition, state, or quality of being

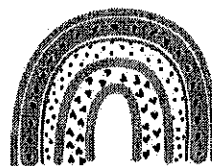
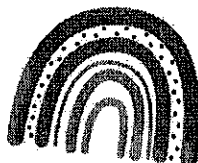
Comprehension: Theme & Figurative Language Devices

- ❖ Personification
- ❖ Simile
- ❖ Metaphor



Vocabulary:

- clenched: gripped tightly
- stubborn: refusing to give in, obey, or accept
- tenseness: tightness in the muscles of the body



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## I Was a Skinny Tomboy Kid

Alma Luz Villanueva

### SHORT-RESPONSE QUESTIONS

**DIRECTIONS:** Complete the following items after you have read the text.

**RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**1. (a) Cite evidence from the text to explain what the text says explicitly.**

Read lines 50–57 of “I Was a Skinny Tomboy Kid.” Then, explain what these lines tell us about how the speaker in the poem viewed adult women when she was young. Use explicit textual evidence—details and ideas directly stated in the text—to support your response.

**(b) Cite evidence from the text to explain an inference.**

In “I Was a Skinny Tomboy Kid,” the speaker mentions clenched fists at both the beginning of the poem (line 3) and the end of the poem (line 81). What inference can you make about how the speaker feels when she is making a fist? Consider the references to clenched fists as well as other evidence of the speaker’s feelings. Also consider what you know about how it feels to make a fist and when you might make one. Describe your inference and support it with evidence from the text.

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**RL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

- 2. (a) Analyze how a particular stanza fits into the overall structure of a text.**  
Read lines 64–87 of “I Was a Skinny Tomboy Kid.” Explain how these lines fit into the overall structure of the poem. How are lines 64–87 different from lines 1–63? What part of her life is the speaker referring to in lines 64–87? Is it the same part of her life that she describes in lines 1–63?

**(a) Analyze how a particular stanza contributes to the development of a theme.**

Identify a theme, or overall message, in the poem. Then explain how lines 64–87 contribute to the development of that theme.

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**RL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.

- 3. Explain how an author develops the point of view of the speaker in a poem.**  
The poem “I Was a Skinny Tomboy Kid” is written from the first-person point of view. Explain how the author of the poem develops that point of view. In your response, explain who the poem is about; who describes events in that person’s life; and how the author reveals the experiences and feelings that person has.



**EXTENDED-RESPONSE ACTIVITY** Theme

**DIRECTIONS:** Complete the following activity as either a written response or a group discussion.

**RL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

4. Provide an objective summary of the poem "I Was a Skinny Tomboy Kid." In your summary, include a description of a theme, or overall message, of the poem. Also provide two or more important details that support the theme that you have identified.

Use these guidelines in your writing or discussion.

- Include the author and title in your summary.
- Determine at least two important details in the poem and include them in your summary.
- To identify a theme, consider how the important details are related to one another. Remember that a theme is not always directly stated. It may be expressed indirectly, through ideas and details.
- Your summary should be objective. Do not include personal opinions or judgments in your summary.

**TIP FOR WRITTEN RESPONSE**

Read your writing silently to yourself. Do you notice anything that will confuse your reader? If so, correct it now.

**TIP FOR DISCUSSION**

Connect your ideas to the ideas of other discussion participants.



**COMPARE** Presentation of a Topic

**DIRECTIONS:** Complete the following question if you have also read the excerpt from the memoir *Bad Boy*.

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**RL.6.9** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

**5. Compare and contrast how two texts in different forms approach a similar topic.**

The excerpt from the memoir *Bad Boy* and the poem “I Was a Skinny Tomboy Kid” are both about childhood. The authors, however, use different genres, or forms of writing, to express their ideas about this topic. Identify a way in which the authors’ presentations of ideas about childhood is similar. For example, what idea about childhood do the authors have in common? Also identify a way in which their presentation of ideas is different. For example, how does each author’s choice of genre affect what or how much the author shares with readers?

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### TEXT QUESTIONS

## I Was a Skinny Tomboy Kid

Alma Luz Villanueva

**DIRECTIONS:** Respond to these questions. Use textual evidence to support your responses.

1. (a) **Make Inferences** What can you tell about the speaker from the way she describes herself? (b) **Support** Which details in the text support your understanding of the speaker's personality?

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2. **Assess** How does the speaker change her opinion of what being a girl means?

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3. **Make a Judgment** Do you think the speaker believes it when she tells herself, "it's o.k.?"

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4. **Analyze** The speaker sees herself as "growing like a thin, stubborn weed." How does this comparison contribute to the idea of overcoming challenges?

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**CONCEPT VOCABULARY AND WORD STUDY**

## I Was a Skinny Tomboy Kid

Alma Luz Villanueva

### WORD LIST

clenched

stubborn

tenseness

**A. DIRECTIONS:** In each of the following items, think about the meaning of the italicized word. Then, answer the question.

1. Would your fists be *clenched* if you were relaxing on the couch with a good book? Explain. \_\_\_\_\_  
\_\_\_\_\_
2. If your little sister refused to leave your room, even after you bribed her to do so, would you say that she was *stubborn*? Explain. \_\_\_\_\_  
\_\_\_\_\_
3. If you notice a *tenseness* in someone, would you say that the person is relaxed and at ease? Explain. \_\_\_\_\_  
\_\_\_\_\_

**B. WORD STUDY:** The Anglo-Saxon suffix *-ness* means "the condition, state, or quality of being" and changes an adjective into a noun. Change each adjective below into a noun by adding the suffix *-ness*. Then, provide a brief definition of the new word, and use it in a sentence.

1. concise: \_\_\_\_\_  
\_\_\_\_\_
2. playful: \_\_\_\_\_  
\_\_\_\_\_
3. stylish: \_\_\_\_\_  
\_\_\_\_\_



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**ANALYZE CRAFT AND STRUCTURE** → **DETERMINE THEME**

## I Was a Skinny Tomboy Kid

Alma Luz Villanueva

The **theme** of a literary work is the insight or message about life that the literary work expresses. A literary work may have more than one theme, and a theme or themes may be stated *directly* or—more often—*implied*, or suggested.

When the theme is not directly stated, readers must examine text details and draw conclusions about the theme. For example, when trying to determine the theme or themes of a poem, consider the events described in the poem, the speaker's thoughts and feelings, the title of the work, the descriptive details, and so on. Ask yourself questions such as, *What does the speaker learn? Does the speaker grow or change?*

**DIRECTIONS:** Answer the following questions related to "I Was a Skinny Tomboy Kid." For Question 1, write the letter of the correct answer on the line.

1. \_\_\_\_ One theme of "I Was a Skinny Tomboy Kid" is *being different can be difficult*. Which of the following is *more likely* another possible theme of the poem?

- a. Childhood can be a confusing time, but if you try too hard to fit in, you might lose sight of who you really are.
- b. Society has ideas about how boys and girls are "supposed" to act, but individuals may not fit into those roles.

2. Provide an example from the text that supports the theme you identified in Question 1.

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3. Look at lines 53–55 of the poem. Why does the speaker vow "to never / grow up / to be a woman"?

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4. What does the speaker realize about her mother later in life that supports the following possible theme? *Sometimes, age and life experience are needed for a clearer understanding of our lives.*

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**ANALYZE CRAFT AND STRUCTURE****DETERMINE THEME**

The **theme** of a literary work is the insight or message about life that the author expresses. A theme can be expressed *explicitly* or *implicitly*.

An **explicit theme** is directly stated and leaves no doubt about the author's meaning.

An **implicit theme** is *not* stated directly. It is suggested, or hinted at, through text details.

When the theme is not directly stated, examine text details and draw conclusions. Consider the *characterization*, or the way in which characters are developed. Ask yourself, *What are the characters' thoughts and feelings? What do they learn? Do they grow or change?*

**A. DIRECTIONS:** Read each pair of items, which are related by subject. Then, on the line, write **(E)** next to the item that expresses the theme *explicitly* and **(I)** next to the item that expresses the theme *implicitly*.

1. \_\_\_\_ a. A true friend is there for you when you need him or her.  
 \_\_\_\_ b. When I had to miss school due to illness, Maya brought me notes every day after school. Even though it took time away from her afterschool activities, Maya explained what I missed in class and helped me stay on track.
2. \_\_\_\_ a. Everyone kept saying I needed to upgrade my phone. "That thing's a dinosaur," they said. "The new phones have awesome new features." So, I broke down and spent a lot of money on a new phone. But when I started using the new phone, I found that I didn't need or use the features that everyone talked about.  
 \_\_\_\_ b. New technology is not the same as progress. Just because new tools allow us to perform new tasks, it doesn't mean the tasks are always worth doing.

**B. DIRECTIONS:** Read the following poem. Then, answer the questions.

I waited for my dreams to come true.  
 They waited for me to come get them.  
 Our waiting game wore me down.  
 Finally fed up, I stopped waiting.  
 5 Taking action is the only way forward.

1. \_\_\_\_ Which line *explicitly* states a theme of the poem?  
 a. line 1    b. line 2    c. line 4    d. line 5
2. \_\_\_\_ Which theme is *implicitly* stated in the poem?  
 a. Not taking action can lead to frustration.    b. It is better to be realistic than to dream.
3. \_\_\_\_ Which idea about dreams is *implicitly* stated in the poem?  
 a. Dreams are a waste of time.    b. Dreams are hard to achieve.

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**ANALYZE CRAFT AND STRUCTURE****DETERMINE THEME**

**A. DIRECTIONS:** Read the following character descriptions. Then, identify the **theme** that the description of the character *most likely* develops.

1. \_\_\_\_ Kiwan cannot forget the look on the tabby cat's face. Certain that no one else will care for the tiny cat with an injured eye, he makes a sudden decision to adopt it.

- a. Important decisions should not be made quickly.
- b. Caring people have kind impulses.

2. \_\_\_\_ Alia has worked for years to design a rocket to reach the edge of our galaxy. People say it's impossible, but she doesn't listen to them and is eventually successful.

- a. Believing in yourself and persistence eventually pay off.
- b. In life, inspiration is as important as hard work.

**B. DIRECTIONS:** Read the poem, thinking about what the speaker expresses *explicitly* and *implicitly*. Then, answer the questions.

**Opportunity Cost**

The prize is worth the work  
And the knowledge is worth the scar.  
The choices that you make,  
Make you who you are.

5 The love is worth the tears,  
And the joy is worth the pain.  
How many times I've paid the price  
I'd happily pay again.

1. \_\_\_\_ Reread line 2. What *implicit* idea about experience is suggested in this line?
  - a. It is best not to dwell on painful memories.
  - b. Pain may be unavoidable if you want to learn.
2. \_\_\_\_ The speaker states one of the poem's themes *explicitly* in lines 3–4. Which of the following is an accurate restatement of this theme?
  - a. People's choices contribute to their personalities and character.
  - b. People have to live with the consequences of their choices.
3. \_\_\_\_ What theme does the speaker state in the second stanza (lines 5–8)?
  - a. The price of life experience can sometimes be too high.
  - b. All life experiences come with a price.
4. \_\_\_\_ Reread lines 7 and 8. What is suggested by the speaker saying that he or she would "happily" pay the "price" again?
  - a. The speaker has not learned the lesson of risking too much emotionally.
  - b. The speaker feels that gaining the life experience is worth the cost.

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**WORD STUDY** → **ANGLO-SAXON SUFFIX: -NESS**

The **Anglo-Saxon suffix -ness** means “the condition, state, or quality of being” and changes an adjective into a noun. For example, adding *-ness* to the adjective *selfish* forms the noun *selfishness*, meaning “the quality of being selfish.”

When adding the suffix *-ness* to words ending in the letter *y*, you must often change the *y* to an *i* before adding *-ness*. For example, the word *happy* becomes *happiness* when the suffix *-ness* is added.

**A. DIRECTIONS:** In the following items, both the words in parentheses use the suffix *-ness*. Select the word that correctly completes each sentence, and write it in the blank. Use a dictionary for help, if needed.

1. My favorite part of Coach Khan’s speech was when she said, “We’ve tasted the \_\_\_\_\_ (freshness, bitterness) of defeat and the sweetness of victory.”
2. The \_\_\_\_\_ (tenseness, stillness) of the pond’s surface meant that it perfectly reflected the sky above.
3. Tracy showed \_\_\_\_\_ (tediousness, tenderness) toward the lost dog that showed up in her backyard.
4. Jalen left early for school to avoid \_\_\_\_\_ (tardiness, timeliness).

**B. DIRECTIONS:** Write the four *-ness* words that you did *not* use in Part A. Then, use each word correctly in a sentence of your own. Use a dictionary for help, if needed.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

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**WORD STUDY** ➤ **ANGLO-SAXON SUFFIX: -NESS**

**A. DIRECTIONS:** Select the correct *-ness* word to complete each sentence. Use a dictionary for help, if needed.

1. The (genuineness / sourness) of Larry's apology made everything okay between us in an instant.
2. Our team played with such (aggressiveness / trimness) that the opposing team didn't score a single point.
3. Once the children left, there was a feeling of (promptness / emptiness) in the house.
4. Mr. Kim's (haughtiness / attentiveness) to detail means that all "i's" must be dotted and all "t's" must be crossed.

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**B. DIRECTIONS:** Use each of the following *-ness* words in a complete sentence. Use a dictionary for help, if needed.

1. wilderness \_\_\_\_\_
2. weakness \_\_\_\_\_
3. sickness \_\_\_\_\_
4. forgiveness \_\_\_\_\_

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**C. DIRECTIONS:** Add the suffix *-ness* to the words below to create new words. Use each new word in a sentence. Use a dictionary for help, if needed.

1. pleasant  
\_\_\_\_\_
2. indebted  
\_\_\_\_\_
3. gracious  
\_\_\_\_\_

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## **AUTHOR'S STYLE** → FIGURATIVE LANGUAGE

### **I Was a Skinny Tomboy Kid**

Alma Luz Villanueva

**Figurative language** is language that is used imaginatively rather than literally. It often involves a comparison that allows readers to see things in a new way. Here are three types of figurative language:

- A **simile** is a comparison of two seemingly unlike things using the words *like*, *as*, or *as if*.  
*Example:* The baby's hair was like corn silk.
- A **metaphor** is a comparison of two seemingly unlike things by describing one thing as if it *were* the other.  
*Example:* Myra's brain is a computer.
- **Personification** gives human characteristics to a nonhuman subject.  
*Example:* The wind whispered to us.

**A. DIRECTIONS:** Read each of the following lines from "I Was a Skinny Tomboy Kid." Then, on the line, write the type of figurative language used (*simile*, *metaphor*, or *personification*).

1. \_\_\_\_\_ I grew like a thin, stubborn weed
2. \_\_\_\_\_ and the streets come grinning

**B. DIRECTIONS:** Read the following sentences. Then, on the line, identify the type of figurative language used in the sentence. Write **S** if the sentence contains a *simile*, **M** if it contains a *metaphor*, or **P** if it contains *personification*.

1. \_\_\_\_\_ The old tractor complained when started.
2. \_\_\_\_\_ Keisha's painting was like a breath of fresh air.
3. \_\_\_\_\_ Deshawn's new job is a rollercoaster.
4. \_\_\_\_\_ The flowers danced in the breeze.
5. \_\_\_\_\_ In the sunlight, the snow crystals sparkled like diamonds.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**AUTHOR'S STYLE** ➤ **FIGURATIVE LANGUAGE**

**Figurative language** is language that is used imaginatively rather than literally. It often involves a comparison that allows readers to see things in a new way. Here are three types of figurative language:

- A **simile** is a comparison of two seemingly unlike things using the words *like*, *as*, or *as if*.

*Example:* The baby's smile was like sunshine.

- A **metaphor** is a comparison of two seemingly unlike things by describing one thing as if it *were* the other.

*Example:* Rebecca, our team's captain, is a rock.

- **Personification** gives human characteristics to a nonhuman subject.

*Example:* The old car coughed and groaned as it started up.

**A. DIRECTIONS:** Read each of the following sentences. Then, on the line, write the type of figurative language used (*simile*, *metaphor*, or *personification*).

- \_\_\_\_\_ The wind howled angrily all night.
- \_\_\_\_\_ The volunteers were as busy as bees.

**B. DIRECTIONS:** For each item, write the letter of the sentence that contains an example of the figurative language indicated.

1. \_\_\_\_\_ **simile**

- Henry is a bear before his morning coffee.
- The sunlight welcomed us.
- His laugh was like thunder.

2. \_\_\_\_\_ **metaphor**

- The clouds are like puffy balls of cotton.
- The wheat field is a sea of gold.
- The angry storm mocked the sailors.

3. \_\_\_\_\_ **personification**

- The car bravely struggled to get up the hill.
- The strawberries are gems that are waiting to be picked.
- Olivia ran like the wind.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**AUTHOR'S STYLE** ➔ **FIGURATIVE LANGUAGE**

**A. DIRECTIONS:** Read the following sentences. Then, decide what type of figurative language each sentence contains: **simile**, **metaphor**, or **personification**. Write your answer on the line.

1. \_\_\_\_\_ He was as clumsy as a bull in a china shop.
2. \_\_\_\_\_ The summer breeze stroked and caressed my face.
3. \_\_\_\_\_ The shoebox filled with letters was like a treasure chest.
4. \_\_\_\_\_ Fluffy snowflakes danced in the sky.
5. \_\_\_\_\_ The oatmeal was a cold lump of clay in his bowl.
6. \_\_\_\_\_ A blank canvas always invites me to pick up a brush and paint.
7. \_\_\_\_\_ The butterflies are bits of rainbow in the garden.
8. \_\_\_\_\_ The winter wind sang a sad song.

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**B. DIRECTIONS:** For each item below, write an original sentence of your own using the figure of speech indicated.

1. personification \_\_\_\_\_  
\_\_\_\_\_
2. simile \_\_\_\_\_  
\_\_\_\_\_
3. metaphor \_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

# Unit 1 Independent Reading Log

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Reading Time	Title and Author	What is it about?	How would you rate it?	Explain your rating.
Monday From _____ to _____			Great 5 4 3 2 1 Awful	
Tuesday From _____ to _____			Great 5 4 3 2 1 Awful	
Wednesday From _____ to _____			Great 5 4 3 2 1 Awful	
Thursday From _____ to _____			Great 5 4 3 2 1 Awful	
Friday From _____ to _____			Great 5 4 3 2 1 Awful	