

# Practice & Assess

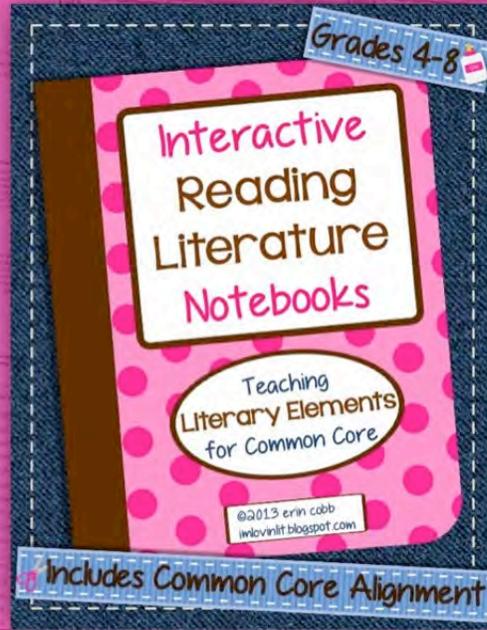
# READING LITERATURE

# Grade 6

90+ Pages

No Prep  
Printables  
& Answer Keys

Use With:



Includes Common Core Alignment

# Reading Literature Practice & Assess

## Lesson 1: Story Vocabulary

Name \_\_\_\_\_

Review the terms below and match them to the definitions provided.

- |                       |   |
|-----------------------|---|
| 1. ____ Plot          | A. A difficult situation a character faces to solve a problem |
| 2. ____ Setting       | B. The action of the story from the opening to the resolution |
| 3. ____ Complications | C. The main character in a story                              |
| 4. ____ Protagonist   | D. What or who tries to keep the main character from his goal |
| 5. ____ Antagonist    | E. The stated or suggested time and place of a story.         |
- 

Read the following movie plot and answer the questions that follow:

*The Wizard of Oz:* A little girl named Dorothy lives on a farm in Kansas with her aunt and uncle and her little dog, Toto. One day a powerful tornado strikes her house while Dorothy is inside. Dorothy and her dog are transported to a magical land far beyond Kansas, a land called Oz. Unfortunately Dorothy's house lands on and kills the Wicked Witch of the East. As a result, the witch's sister, the Wicked Witch of the West seeks revenge on Dorothy. Dorothy must travel through the land of Oz to find the Wizard who can help her get home. Along the way she must face the wrath of the evil witch.

- Who is the **protagonist** of this story? \_\_\_\_\_
  - Who is the **antagonist** of this story? \_\_\_\_\_
  - What **complication** does Dorothy face when she arrives in Oz? \_\_\_\_\_  
\_\_\_\_\_
  - Which is not a part of the **setting** at the beginning of this story?  
a) Toto, the little dog      b) A farm      c) Kansas
- 

Read this passage and answer the questions that follow:

With just an hour to go before the birthday party, Sandra began to panic. She still had to frost the cake, decorate the dining room, and wrap the gifts. More than anything she wanted her mom's birthday to be special. She wiped her forehead and sighed, wondering where her little brothers were. They promised to help her set up for the party, but they were nowhere to be found. Sandra called up the stairs, "Tim? Robby?" No answer. She pulled the cake out of the refrigerator so that it wouldn't be too cold to frost, then went into the dining room. Sandra gasped. The dining room was a mess. Plastic wrap was strewn all over the chairs and table. A pile of uninflated balloons lay in the corner. Packing tape was stuck on the walls, and some of it had pulled off the paint. She sat down in a chair and began to cry. Her mom would be back in an hour and Sandra knew there was no way she would get the room cleaned up in time. Just then, her little brothers came running into the room, laughing. "What have you done!" Sandra bellowed. Timmy stuck out his tongue. Robby knocked over a chair and they were off again. As they raced out of the room, Sandra noticed they had the wrapping paper trailing behind them.

# Reading Literature Practice & Assess

## Lesson 1: Story Vocabulary

10. Who is the protagonist of this story? \_\_\_\_\_
11. Who is the antagonist of this story? \_\_\_\_\_
12. What is the protagonist's goal in this story? \_\_\_\_\_  
\_\_\_\_\_
13. What complication gets in the way of that goal? \_\_\_\_\_  
\_\_\_\_\_
14. What aspect of the plot builds tension in this story? \_\_\_\_\_  
\_\_\_\_\_

Answer the following questions:

15. A little girl is traveling to her grandmother's house. A wolf intercepts her path and tries to attack her.

In this story the wolf is the \_\_\_\_\_.

16. Three characters are traveling on a train from New York to San Francisco. When the train derails in the Rocky Mountains, they must survive difficult terrain and cold weather to hike out of the mountains.

This excerpt describes the \_\_\_\_\_ of the story.

17. A man saves all his money for years to buy a farm he has long admired. On the day he is finally able to purchase the farm, a wealthy man from the city offers the owner double and purchases the farm himself.

The wealthy man presents a \_\_\_\_\_ to the protagonist's goal in this excerpt.

18. Simone is trying out for the softball team. Her sister, Lyssa, plays on the softball team and doesn't want Simone to join, so she tells the coach that Simone doesn't really want to play.

Lyssa is the \_\_\_\_\_ of this story.

19. In Germany, during WWI, a young man is convinced by a patriotic teacher to leave school and join the German army.

What is the setting of this story?

\_\_\_\_\_

\_\_\_\_\_

20. A family of mermaids swims from Australia to Africa to celebrate the annual mermaid New Year's festival. Along the way they meet a school of dolphins who help them find their way through a terrible storm.

What is the setting of this story?

\_\_\_\_\_

\_\_\_\_\_

# Reading Literature Practice & Assess

## Lesson 1: Story Vocabulary

Name \_\_\_\_\_

Match each description to the correct term.

- |  |                 |
|--|-----------------|
| 1. ____ The time and place of a story                                | A. Antagonist   |
| 2. ____ An event that keeps the main character from his/her goal.    | B. Protagonist  |
| 3. ____ The series of events in a story.                             | C. Complication |
| 4. ____ The main character in a story.                               | D. Setting      |
| 5. ____ A character who causes complications for the main character. | E. Plot         |
- 

Read the following movie plot and answer the questions that follow:

*The Goonies*: It's 1984 and Mikey and Brandon Walsh are sad because their family must move from their apartment in Queens, NY, where they've lived all their lives. Rich developers have bought their neighborhood and are planning to build a golf course. Unless the brothers can find a way to raise enough money to buy back the neighborhood, they may never see their friends again. One day, Mikey discovers a treasure map! They set off with their friends to follow the map, find the treasure, and save their home. Unfortunately the map indicates that the entrance to the deep cavern where the treasure is located is under the home of an evil crime family, the Fratellis.

6. What is the setting of this story? \_\_\_\_\_
7. Who is the protagonist of this story? \_\_\_\_\_
8. What **complications** arises in this story? \_\_\_\_\_
- \_\_\_\_\_
9. What is the protagonist's goal? \_\_\_\_\_)

Read the following excerpt and answer the questions that follow:

They had been at sea for weeks. While they had plenty of supplies, and her parents hadn't said anything, Samantha began to suspect they were lost. She knew they were in the Pacific Ocean, but where? They had left California on Independence Day. It must be September by now. Samantha was determined to find out what was going on. One night she snuck up onto the deck to listen in on their conversation. "I think we're going East again," her father said. "We don't have a compass," her mother replied. "How can you know for sure?" Her father looked at the stars in the sky. He sighed. "I can't know. If only that storm hadn't come up. If only..."

10. Who is the protagonist in this story? \_\_\_\_\_
11. What is the complication in this story? \_\_\_\_\_
12. What is the setting of this story? \_\_\_\_\_
- \_\_\_\_\_
13. Summarize the plot of this story in a single sentence: \_\_\_\_\_
- \_\_\_\_\_

# Reading Literature Practice & Assess

## Lesson 1: Story Vocabulary

Read the following excerpt and answer the questions that follow:

Since they'd moved to Bayside, Stanley had not made a single friend. Since it was summer, it was hard to meet new people. Determined to solve that problem, he set out early on a Saturday morning to the playground. Stanley was a good basketball player and at his old school he was the captain of the team. He knew once he played basketball with some of the local guys they'd see he was okay, and he'd have new friends. He got to the playground and stood on the deserted court tossing baskets into the net. Swish, swish, swish. Yes, he still had it. Suddenly he heard the slap of sneakers on the court behind him. He turned with a big smile on his face. "Hi!" said Stanley. "Outta the way, kid," said an older boy named Will. "Big kids play here. Head over to the kiddie playground."

14. What is the setting of this excerpt? \_\_\_\_\_
15. Who is the protagonist? \_\_\_\_\_
16. What is the protagonist's goal? \_\_\_\_\_
17. What is the complication gets in the way of the protagonist achieving his goal?  
\_\_\_\_\_  
\_\_\_\_\_

Answer the following questions:

\_\_\_\_18. The Andersons are on their way to lottery headquarters to pick up their check for a million dollars. They must get there by 5:00. Their car runs out of gas.

This describes the:

a) Protagonist

b) Setting

c) Complication

19. An airplane pilot is about to take off from the airport in Miami FL. Suddenly a flight attendant rushes into the cockpit and tells him there are a dozen puppies loose in the cabin.

What is the setting of this excerpt?  
\_\_\_\_\_

\_\_\_\_ 20. If Jennifer earns an A on her spelling test she will have the highest average in the class, and will win the annual prize for best student. Sharon also wants to win the prize and because she knows she won't do as well as Jennifer, when the test is over, Sharon tells the teacher she saw Jennifer cheating.

Sharon is the \_\_\_\_\_ In this story:

a) Antagonist

b) Protagonist

c) Complication

# Reading Literature Practice & Assess

## Lesson 2: Elements of Plot

Name \_\_\_\_\_

Match the elements of the plot on the left with their definitions on the right:

- |                           |  |
|---------------------------|--|
| 1. ____ Exposition        | A. The end of the story                |
| 2. ____ Inciting incident | B. The turning point in a story        |
| 3. ____ Rising action     | C. Ties up the loose ends in a plot    |
| 4. ____ Climax            | D. When conflicts arise.               |
| 5. ____ Falling action    | E. Sets the story in motion            |
| 6. ____ Resolution        | F. Reveals the characters and setting. |
- 

Read the story below and answer the questions that follow:

Kyle resented that everyone seemed to doubt that he would be okay at summer camp. Sure, he was shy, and yes, he sometimes had trouble making new friends. But, Kyle knew that he was a great camper, and that he'd excelled at all the skills they'd been taught in Scouts. He could start a fire without matches. He could navigate using just the stars. He could build a shelter from branches and moss. He was certain other campers would want to be his friend. On the day they dropped him off, Kyle watched his parents drive away slowly, as though they were waiting for him to run after them. He looked around at the tall trees, the rustic cabins, the sparkling lake, certain this would be the best summer ever.

A tall teenager appeared in front of him. "Come on! No day dreaming! It's time to make up your bunk." Kyle followed along and got right to work making up his bed. He checked the corners, flattened the blanket and made sure his bed was military-perfect. When the other boys noticed the attention he put into his bed, they laughed. "That's not going to work out," said one boy. "If your bed looks like that, the rest of our beds will have to look like that." The boy bounced on Kyle's bunk until the blanket became wrinkled and loose. "Better," said the boy. "I'm Jack, by the way." Kyle looked away. He refused to shake hands with this boy who had just destroyed his hard work. "Suit yourself," said Jack and he wandered off.

As the days went on, Kyle had similar experiences over and over again. When he worked to start a fire for his group after their matches were lost, the boys stopped him. "Stop! If we can't build our own fire, we won't be invited to the bonfire at the main lodge." During the hike Kyle forged ahead and clear the path for his companions. "Don't do that!" one boy yelled. "Stay on the trail that's here, it leads to town and we can get ice cream!"

One day the boys from Kyle's cabin were canoeing. They drifted into a current and pulled into a river. The traveled in the rushing water for nearly an hour before they were able to pull their canoes onto a rocky beach. Exhausted from the effort, the boys collapsed on the gravel. "It will be dark soon," said Jack. "What are we going to do?"

# Reading Literature Practice & Assess

## Lesson 9: Theme

Jenna loved knowing what was going on in everyone's life. She was a bit of a gossip and liked nothing more than sharing a bit of a story about someone with her other friends. When she found out that Tammy failed her math exam, and wouldn't be able to be in the school play, she told everyone, so that by the time Tammy went to see the director of the play, it was already common knowledge that she wouldn't be there. When Jenna found out from her mother that Will was moving, she told the teacher before Will could mention it. One day Jenna overheard two people talking about someone who had not been invited to Sonya's birthday party. As she listened more closely, she realized the girls were talking about her! Jenna didn't even know Sonya was having a party, or that she hadn't been invited. When she told the girls it wasn't polite to gossip, they only laughed at her.

12. What are the **theme topics** of this story?

13. What is the **theme** of this story?

14. What **details from the text** support this theme?

Even though it was Saturday, Robert's father burst into his room at 7:00 AM. "Up and at 'em, Robert," said his father. Robert rolled over trying to ignore his dad. But his dad would not be ignored. "Robert," said Dad. "It's Saturday. Remember, you promised you'd help me paint the house today. Let's get started before it gets too hot out." Robert woke with a start. "Dad! I can't. Bill and Sam are picking me up at 9:00. We're going to the beach. Another time, I guess." Robert's dad was very disappointed and left the room without saying another word. Robert returned from his beach trip late that afternoon and noticed that almost all of the house was painted. "Great," he thought. "I got out of that and tomorrow we're going to a baseball game." Robert woke up early the next day, got dressed, got his mitt and went to find his dad. "I'm ready to go to the game!" he announced. His dad smiled sadly. "I know I promised, Robert, but working alone I wasn't able to finish painting the house. I'll have to finish it today, so we can't go to the game after all."

15. What are the **theme topics** of this story?

16. What is the **theme** of this story?

17. What **details from the text** support this theme?

# Reading Literature Practice & Assess

## Lesson 10: Point of View

\_\_\_\_\_ 12. My older brother is in the Navy, so sometimes we don't hear from him for a few weeks at a time. I know it is likely he's safe, just far out in the ocean where they can't get internet service. But, sometimes, I worry about him.

- a. First person
- b. Third person limited
- c. Third person omniscient
- d. Third person objective

\_\_\_\_\_ 13. Noah maneuvered through the crowd. He had to find his little brother. He remembered his mother's words, "You're responsible for Kevin. Keep an eye on him." Now Noah had no idea where Kevin was, and he was worried. Very worried.

- a. First person
- b. Third person limited
- c. Third person omniscient
- d. Third person objective

\_\_\_\_\_ 14. The police officer strolled into the convenience store. The boys standing by the candy rack seemed to stand up a bit straighter. The clerk greeted him warmly, saying, "Hi, Officer Toby. It's nice to see you." The boys glanced up and filed out of the store.

- a. First person
- b. Third person limited
- c. Third person omniscient
- d. Third person objective

\_\_\_\_\_ 15. Dad unlocked the door and the family walked into the hotel room. Mom huffed a bit. She thought, "This is supposed to be a suite?" Tanya, who hated the idea of family vacations snarled her disapproval. Ricky, on the other hand, was excited, "Wow!" he said. "There's a balcony!"

- a. First person
- b. Third person limited
- c. Third person omniscient
- d. Third person objective

\_\_\_\_\_ 16. The museum guide met the class at the front door. "Welcome boys and girls," she said. "Today we'll be taking a trip back in time. Is everyone ready?" The children shouted their approval.

- a. First person
- b. Third person limited
- c. Third person omniscient
- d. Third person objective

\_\_\_\_\_ 17. Sylvia searched the backseat for her missing earring. She remembered her mother's warning, "Those are expensive earrings; if you insist on wearing them, be careful."

- a. First person
- b. Third person limited
- c. Third person omniscient
- d. Third person objective

\_\_\_\_\_ 18. Stacie liked school, but art was her favorite part of the day. She loved mixing colors and turning pencil drawings into colorful paintings with lots of details.

- a. First person
- b. Third person limited
- c. Third person omniscient
- d. Third person objective

\_\_\_\_\_ 19. The sun wasn't up yet, but the train station was already crowded with commuters, heading into the city for another day at work. Mr. and Mrs. Jones sat quietly at one end of the waiting room, with their hands firmly planted on their luggage. Mr. Jones said, "Imagine all these people." Mrs. Jones nodded.

- a. First person
- b. Third person limited
- c. Third person omniscient
- d. Third person objective

\_\_\_\_\_ 20. As I was walking back to class I met a custodian in the hall. "Excuse me," I said. "The door has come off my locker.

- a. First person
- b. Third person limited
- c. Third person omniscient
- d. Third person objective

Lesson 9 Practice	
1	true
2	false
3	true
4	false
5	false
6	false
7	true
8	true
9	(varies) brotherhood, conflict, sibling rivalry, friendship
10	(varies) Example: Every person has a value. OR True friends help each other.
11	(varies) Even though the brothers usually didn't get along, by the end of the story, they realized they were both invaluable to each other.
12	(varies) hard work, laziness, effort, conceit
13	(varies) Example: Always put forth effort; Never take for granted that you are the best at something; Overconfidence results in underachievement.
14	(varies) Beth took for granted that she would make it on the team and didn't even prepare; others who did prepare had a greater chance of making it on the team.
15	(varies) friendship, respect, kindness, crushes
16	(varies) Treat those you like and admire with respect.
17	(varies) Matilda misunderstood Kyle's ploys for attention and thought he was being mean, so she denied his invitation.
18	(varies) friendship, kindness, excluding others
19	(varies) Example: Never take your friends for granted; Treat others kindly, as you never know when you'll need a friend.
20	(varies) Marnie lost her old friends when she decided Jessica was the only friend who mattered and ended up lonely when Jessica moved again.

Lesson 9 Assessment	
1	true
2	true
3	true
4	false
5	false
6	true
7	true
8	true
9	(varies) friendship, depending on others, lying, believing others, deception
10	(varies) Example: You can't always rely on other people; Do not believe everything you hear.
11	(varies) Trevor was gullible and believed everything Zach told him. It turned out Zach wasn't as brave as he claimed and Trevor ended up in a bind.
12	(varies) friendship, loyalty, integrity, gossiping, exclusion, respecting others
13	(varies) Example: Follow the golden rule: Treat others how you want to be treated; Gossiping about other people is not the way to make friends.
14	(varies) Jenna gossiped about other people, and it came back to haunt her when she overheard others gossiping about her when they excluded her.
15	(varies) promises, loyalty, family, integrity
16	(varies) Example: Keep your word; Mind your responsibilities and obligations.
17	(varies) Robert didn't keep his word, ignored his responsibilities, and wasn't able to go to the game as a result.
18	(varies) responsibility, saving money, thinking ahead for the future, over-confidence
19	(varies) Example: Don't count your chickens before they hatch; Don't count your money before you earn it!
20	(varies) Dave wastes his money, assuming he will earn more in the future, and ends up without any money or a bicycle.

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Thank you so much for your purchase! This resource is jam-packed with content specifically designed to practice and assess the lessons in the Interactive Reading Literature Notebook. So that these printables are grade-level appropriate, I am releasing three sets:

Set 1 - Grades 4-5 (Level A)

Set 2 - Grade 6 (Level B)

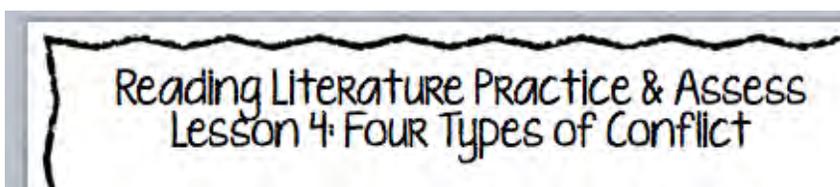
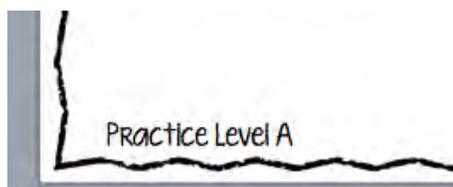
Set 3 - Grades 7-8 (Level C)

Each set includes **unique** content, which means that the questions and passages are all completely different, and leveled, for each packet. If you differentiate in your reading classes, I **highly recommend that you purchase all 3 sets**. Sets 2 and 3 will be released in the month of November. A bundle is available to purchase all 3 sets.

For each lesson, there is a 20-item practice, followed by a 20-item assessment. The items on the assessment are similar in content and in format to the items on the practice so that your students are prepared for each assessment.

Most lessons are 2 pages, so I run them front and back and recommend that you do the same whenever possible.

Since there are 3 sets and two similar worksheets for each lesson (one practice and one assessment), I have included this information at the bottom right corner of each page. It either reads *Practice* or *Assessment*, followed by the level. The lesson number and topic are always at the top left.



## Reading Literature Practice & Assess FAQ

**Will these worksheets teach the lessons for me?**

*No. These printables are meant to be used after the lesson is taught in order to practice and then assess students knowledge and understanding of the content or skill. The Interactive Reading Literature Notebook includes lessons for each skill. This packet includes worksheets for each.*

**Will I need to find stories and other resources to use with these printables?**

*No! These are no-prep, which means all of the passages and content are included. Print and go!*

**Are these meant to prepare students for Common Core Assessments such as PARCC or Smarter Balanced?**

*No. These are not meant to be used as test prep, but as everyday practices and assessments.*

**Are you making sets for your other Interactive Notebooks?**

*Yes. Informational Text and Grammar are currently in the works and will be published by the end of December!*

**I teach students for multiple years. Can I use these printables?**

*Yes! There will be 3 sets (see above) so simply purchase the set(s) relevant for your grades.*

**Will you be making practices and assessments for free interactive notebook lessons, such as irony and making inferences?**

*Yes. Stay tuned!*