

## FIGURATIVE LANGUAGE

### ENGLISH/LANGUAGE


Grade: 4/5

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**Acceleration Approach**

Standard has been accelerated by moving grade level 4/5 up to the standard used for grade level 5,6,7.

1	2	3	4	5	6	7	8	9	CIM	CRLS/ CAM yes
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**Organizing Overarching Concept (e.g. systems, patterns of change, models, scales):**  
Systems

**Organizing Higher Order Skills (e.g. Bloom's, Paul's Model of Reasoning):**  
Bloom's analysis, evaluation, and interpretation

**Differentiation Features– Students:**

- Clustered by higher order thinking
- Use multiple higher-level skills
- Have additional variables to study

**COMMON CURRICULUM GOAL****English/Language Arts– Reading**

Demonstrate a critical stance when reading literature.

**English/Language Arts– Writing**

Use a variety of modes in appropriate context. Use a variety of written forms to express ideas appropriate to audience and purpose.

**BENCHMARKS****English/Language Arts– Reading**

4<sup>th</sup> Grade – Define the figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in a particular way.

5<sup>th</sup> Grade – Evaluate the author's use of techniques to influence readers' attitudes and feelings (e.g., appeal of characters in a picture book, logic and believability of plots and settings, use of figurative language.)

6<sup>th</sup> Grade - Identify the speaker and recognize the difference between first-and-third person narrative (e.g. autobiographical compared with biography.)

6<sup>th</sup> Grade – Critique the believability of characters and the degree to which a plot is believable or realistic.

7<sup>th</sup> Grade – Explain the effects of the author's stylistic decisions (e.g., exaggeration sets humorous tone, structure is used to build suspense.)

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#### Archetypal Model

Students will read and analyze a book on figurative language, the author's use of techniques to influence readers' feelings and determine from whose point of view the story is being told.

#### TASK DEMAND

##### Sample Task Activity

Read the book *Bunnacula: A Rabbit Tale of Mystery*.

Take notes as you read, using a grid to track the author's use of figurative language, especially of simile, metaphor, hyperbole, and/or personification. Be sure to make notes of especially effective or ineffective language, copying what you think is good or bad and giving page numbers. Be clear about whether these examples are good or bad.

(Choose one of the following and do a thorough job. You may also choose extensions. "For Fun" is available for additional credit.)

1. Using your notes, describe how the author uses figurative language to tell the story. Give your opinion about whether this is effective for the author's purpose, giving specific examples from the text.
2. Using your notes, evaluate the author's use of techniques to influence reader's feelings (e.g., the appeal of characters in the book, logic and believability of plots and settings, and the use of figurative language).
3. Identify the speaker in at least three separate incidents from the story. Recognize and identify the difference between first and third person narrative. Critique the believability of characters and the degree to which the plot is believable or realistic.

#### Questions

Teacher will discuss student assignment questions in class:

- How effective was the figurative language?
- How effective were the characters? The plot?
- How effective was the book?

#### Extensions

- Explain the effects of the author's stylistic decisions (e.g., exaggeration sets a humorous tone, structure is used to build suspense). Use specific examples from your notes.
- Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

7<sup>th</sup> Grade – Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

#### Language Arts – Writing

4<sup>th</sup> Grade – Write responses to literature: demonstrate an understanding of the literary work; Support judgments through references to both the text and prior knowledge.

5<sup>th</sup> Grade - Write responses to literature: Demonstrate an understanding of the literary work; Support interpretations through references to the text and to prior knowledge, demonstrating careful reading and understanding.

6<sup>th</sup> Grade - Write responses to literature: Develop an interpretation exhibiting careful reading, understanding and insight; Organize the interpretations around several clear ideas or images from the literary work; Support and justify interpretations through use of sustained examples and textual evidence.

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**Additional Task**

For fun, write an original short story using figurative language such as personification to tell the story. DO NOT use characters from *Bunnacula* or a vampire theme.

**Implementation Time**

To be determined by the teacher.

**Resources**

*Figurative Language Definitions*

Howe, Deborah & James Howe. (1979). *Bunnacula*. NY: Atheneum Publishers, Inc., Macmillan Publishing Co.

Suggested Additional Reading Material:

Howe, Deborah and James Howe. (1993). *Return to howladay inn*. NY:Camelot Press.

**Scoring Guide:**

<b>6 Exemplary</b>	<b>5 Proficient</b>	<b>4 Strong</b>	<b>3 Developing</b>	<b>2 Emerging</b>	<b>1 Beginning</b>
<p>A. Demonstrates a thorough understanding of the use of figurative language in the text.</p> <p>B. Makes insightful analysis of the effect of language and its use in telling the story.</p>	<p>Subtle, in-depth conclusions and connections.</p>	<p>Identifies types of figurative language and provides a basic analysis of how they affect the selection.</p>	<p>Shows an incomplete analysis; shows limited understanding of the effectiveness of language in the story.</p>	<p>Shows a limited, confused, or unfounded analysis of author's ideas.</p>	<p>Does not engage in thoughtful analysis of the text.</p>

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**FIGURATIVE LANGUAGE DEFINITIONS**

**hyperbole** (hi-pur-buh-lee) n. Exaggeration or extravagant statement used as a figure of speech.

Examples:

1. I could sleep for a year.
2. This book weighs a ton.

**metaphor** (met-uh-for) n. A figure of speech in which a word or term is transferred from its usual object to another object it may designate by comparison.

Examples:

1. evening of life (old age)
2. flower of youth (young and beautiful)

**personification** (per-SON-i-fi-kay-shun) n. The personifying of something abstract or inanimate, as: giving an object or animal human qualities, abilities, or form.

Examples:

1. Flowers danced upon the lawn.
2. Hunger shivered upon the road.

**personify** (per-SON-i-fy) v. to think of or represent an object of animal as having the personality, qualities, thoughts, or movements of a living human being.

example: "Flopsy, Mopsy, and Cotton-tail, who were good little bunnies, went down to the lane to gather blackberries; but Peter, who was very naughty, ran straight away to Mr. McGregor's garden, and squeezed under the gate!" The Tale of Peter Rabbit, Beatrix Potter.

**simile** (sim-uh-lee) n. A figure of speech in which two different things are compared, the comparison usually being made explicit by being introduced with like or as.

Example: The crowd raced away like scattered sheep.

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### ORGANIZE YOUR BOOK REVIEW

*Bunnicula*: A Review with a Special Focus

#### I. Introduction

A. The first paragraph tells what the focus of the review is about. For *Bunnicula* we are focusing on the author's writing style and use of figurative language.

B. Look at the question you have chosen. Use the opening paragraph to give your answer.

C. Give the name and author of your book; answer the question "What is this book about?"

#### II. Body of the writing

A. Use your notes and quotes from the book to write a paragraph that gives a specific example of the author's use of figurative language to tell the story of *Bunnicula*, supporting your answer to your *Bunnicula* question.

B. Give a second example that supports your answer.

C. Give a third example that supports your answer.

#### III Conclusion

In closing, invite others to read the book.

### WRITING YOUR PAPER

#### General guidelines

Show pride in your work. Use clean paper, and good handwriting. You can use a word processor if you want. Notebook paper is okay if it is in good condition. Do NOT turn in notebook paper that has been torn out of the notebook.

Write a "sloppy copy" and a final draft. Turn in both.

Final drafts should be best work. Ideas are the most important aspect of the paper but for "best work" organization, spelling, capitalization, and punctuation are very important, too. Proofread your work and fix mistakes.

Write responses to literature:

- Develop an interpretation exhibiting careful reading, understanding and insight.
- Organize the interpretations around several clear ideas or images from the literary work.
- Support and justify interpretations through use of sustained examples and textual evidence.

Write an expository composition at least one page in length (e.g., description, explanation, comparison and contrast, problem and solution):

- State the thesis or purpose.
- Explain the situation.
- Follow an organizational pattern appropriate to the type of composition.
- Provide persuasive evidence to validate arguments and conclusions as needed.

Directions:

Choose the question you will answer. Write your answer in the style of a literary review, at least one page in length.

Organize the answers to your question in the form of a book review.

- Use your notes and specific quotes from the text to support your opinions.
- While you may tease the reader with details from the story, do not give away the ending as you discuss writing style.
- Include a recommendation as to whom would enjoy reading the book.

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**TAG NEEDS ADDRESSED**

INTELLECTUALLY GIFTED	ACADEMICALLY TALENTED ENG/LA	CAREER RELATED LEARNING STANDARDS FOR CAM - Certificate of Advanced Mastery	TEACHER CHECKS THE BENCHMARK LEVEL STUDENT IS PURSUING
<input checked="" type="checkbox"/> Advanced Critical Reasoning <input type="checkbox"/> Scholarly Interaction <input checked="" type="checkbox"/> Continuous Progress for Level and Rate* (Requires advanced level literature selection.) <input checked="" type="checkbox"/> Challenging Resources <input type="checkbox"/> Effecting Change <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Regular Interaction with Intellectual Peers <input type="checkbox"/> Social-Emotional Issues; Support; Coping Strategies <input type="checkbox"/> Advanced Academic Planning <input type="checkbox"/> Opportunity for Competition/ Failures/Successes <input type="checkbox"/> Creative Problem Solving with Real Problems/Audiences <input type="checkbox"/> Pursuit of Advanced Level Research <input checked="" type="checkbox"/> Advanced Vocabulary Development	<input type="checkbox"/> Advanced Critical Thinking in LA <input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in LA (Requires advanced level literature selection.) <input checked="" type="checkbox"/> Challenging LA Resources <input type="checkbox"/> Creative Problem Solving Strategies in LA <input checked="" type="checkbox"/> Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented LA Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input checked="" type="checkbox"/> Advanced Academic Planning in LA	<input type="checkbox"/> Personal Management <input type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Teamwork <input type="checkbox"/> Employment Foundations <input type="checkbox"/> Career Development	<p><b>English/LA:</b></p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM
<p>* Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts.</p>			
<p><b>Student</b> _____ <b>Grade</b> _____</p>			
<p><b>Teacher</b> _____</p>		<p><b>School</b> _____</p>	
<p><b>Date Initiated</b> _____</p>		<p><b>Date Completed</b> _____</p>	
<p><b>Check TAG Identification category:</b>   <input type="checkbox"/> Intellectual   <input type="checkbox"/> Academic Math   <input type="checkbox"/> Academic LA</p>			