



Shedding Light on Figurative Language: Unlocking Meaning for Student Success



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Session Goals

- Deepen working knowledge of figurative language and its integration across Florida's B.E.S.T. English Language Arts (ELA) Standards.
- Explore instructional implications and plan for one instructional routine for teaching figurative language that incorporates reading and writing.



Do You Know Your Figurative Language?



Understanding Figurative Language





As Defined by the B.E.S.T. ELA Standards

Reading Across Genres

R.3.1 Interpreting Figurative Language

ELA.5.R.3.1	Analyze how figurative language contributes to meaning in text(s).
ELA.4.R.3.1	Explain how figurative language contributes to meaning in text(s).
ELA.3.R.3.1	Identify and explain metaphors, personification, and hyperbole in text(s).
ELA.2.R.3.1	Identify and explain similes, idioms, and alliteration in text(s).
ELA.1.R.3.1	Identify and explain descriptive words and phrases in text(s).
ELA.K.R.3.1	Identify and explain descriptive words in text(s).

ELA Expectations

ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension.



As Defined by the B.E.S.T. ELA Standards

Finding Meaning

V.1.3 Context and Connotation

ELA.5.V.1.3	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.
ELA.4.V.1.3	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.
ELA.3.V.1.3	Use context clues, figurative language , word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.
ELA.2.V.1.3	Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.
ELA.1.V.1.3	Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.
ELA.K.V.1.3	Identify and sort common words into basic categories, relating vocabulary to background knowledge.

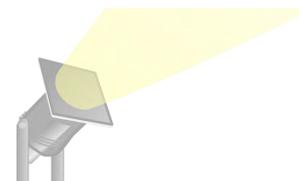
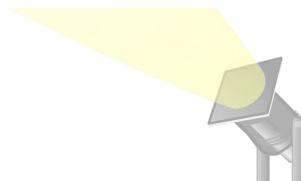


As Defined by the B.E.S.T. ELA Standards

Narrative Techniques

Narrative techniques refer to the methods writers use to tell a story, deliver content, or convey a message. Narrative techniques are distinguished from literary elements as they are not *all* specific to literary text.

<i>Technique</i>	<i>Descriptor</i>	<i>Note</i>
Description	The details a writer uses to convey a message or develop literary elements.	Description includes (but is not limited to) sensory details, literal language, and figurative language.





Figurative Language Chart

	<i>Figurative Language</i>	<i>Description</i>	<i>Example</i>	
2 nd	alliteration	The repetition of usually initial consonant sounds in two or more neighboring words or syllables	Peter Piper picked peppers.	
	hyperbole	Exaggerated statements or claims not meant to be taken literally	This backpack weighs a ton.	3 rd
2 nd	idiom	An expression that cannot be understood from the meanings of its separate words but must be learned as a whole	Break a leg!	
	imagery	Writing about objects, actions, and ideas in such a way that it appeals to our five physical senses	The fresh and juicy orange is very cold and sweet.	
	metaphor	A word or phrase for one thing that is used to refer to another thing in order to show or suggest that they are similar	They have hearts of gold.	3 rd
	onomatopoeia	The forming of a word (as “buzz” or “hiss”) in imitation of a natural sound	Bam, whirl, thump, boom	
	personification	Representing a thing or idea as a person in art or literature	The cupcake is calling my name.	3 rd
2 nd	simile	A comparison of two unlike things, often introduced by like or as	The explanation was clear as mud.	



Text Complexity Rubric

Low Complexity	Mid Complexity	High Complexity
Qualitative		
The text has a single layer of meaning explicitly stated.	Blend of explicit and implicit details; few uses of multiple meanings; isolated instances of metaphor.	The text has multiple levels of meaning and there may be intentional ambiguity.
The language of the text is literal, although there may be some rhetorical devices.	Figurative language is used to build on what has already been stated plainly in the text.	Figurative language is used throughout the text; multiple interpretations may be possible.
The text is organized in a straightforward manner with explicit transitions to guide the reader.	The text is largely organized in a straightforward manner, but may contain isolated incidences of shifts in time/place, focus, or pacing.	The text is organized in a way that initially obscures meaning and has the reader build to an understanding.
Graphics are simple and restate what is written in the text.	Graphics are not essential to understanding the text but do expand on the information found in the text.	Graphics are essential to the understanding of the text and contain information not expressed in the written text.
Vocabulary consists primarily of commonly used words. These words are used literally, not figuratively.	The text uses some domain-specific words, academic vocabulary, archaic terms, or terms that can be read with ambiguity.	The text frequently uses domain-specific words, academic vocabulary, archaic terms, or terms that can be read with ambiguity.



Excerpts from the B.E.S.T. Writing Argumentation Rubric

Score Point	Development
4	Effective elaboration may include original student writing combined with (but may not be limited to) paraphrasing, text evidence, examples, definitions, narrative, and/or rhetorical* techniques as appropriate to support the argument.
3	Adequate elaboration may include (but may not be limited to) a combination of original student writing with paraphrasing, text evidence, examples, definitions, narrative, and/or rhetorical* techniques as appropriate to support the argument.
2	Elaboration may attempt to develop the argument but may rely heavily on the sources, provide loosely related information, be repetitive or otherwise ineffective.
1	Elaboration may consist of confusing ideas or demonstrate lack of knowledge of elaborative techniques.

**Grade 6*



THE READING ROPE

(2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

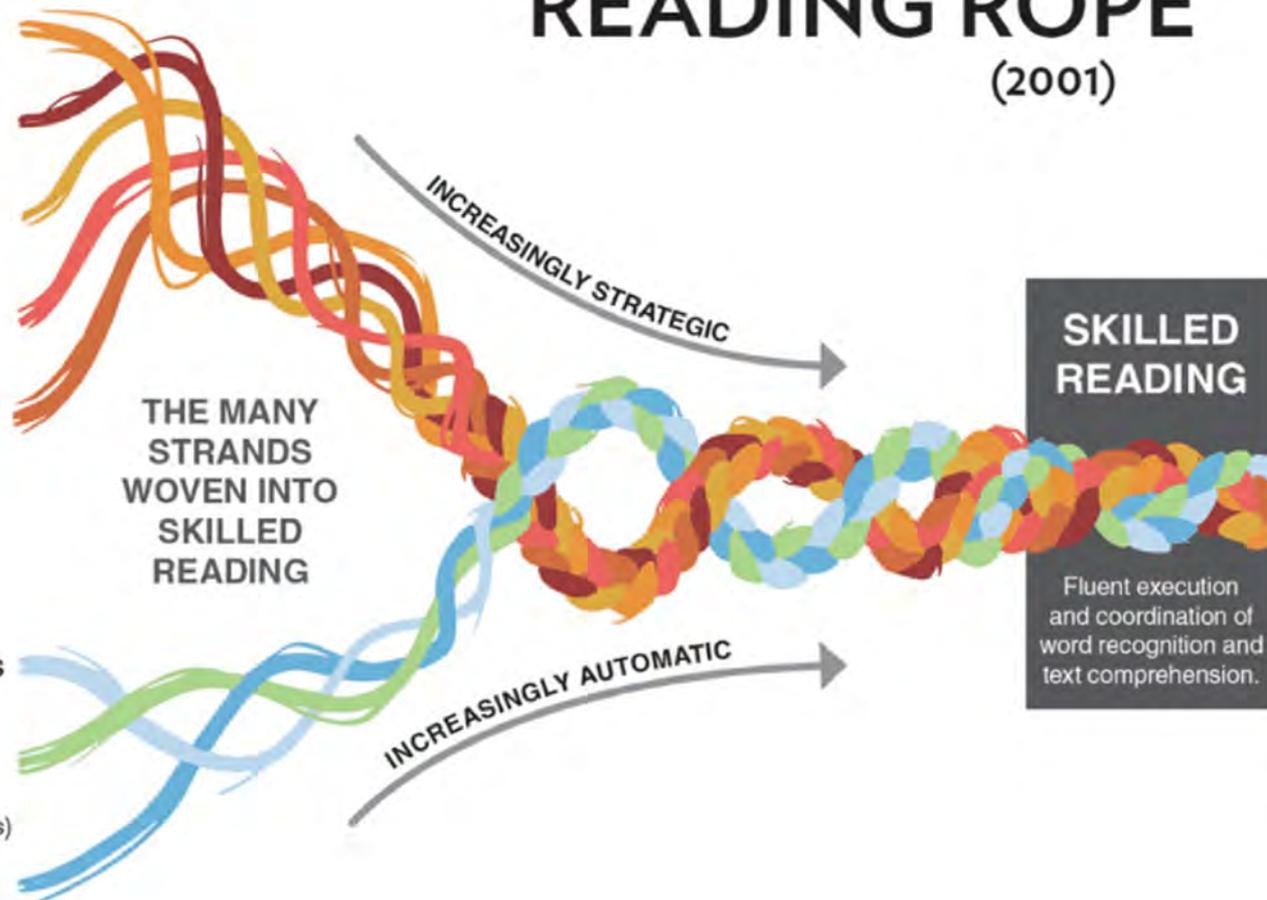
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling–sound correspondences)

SIGHT RECOGNITION
(of familiar words)



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STRANDS
WOVEN INTO
SKILLED
READING

**SKILLED
READING**

Fluent execution
and coordination of
word recognition and
text comprehension.



THE WRITING ROPE (2022)

SKILLED WRITING

CRITICAL THINKING

- Generating ideas, gathering information
- Writing process: organizing, drafting, writing, revising

SYNTAX

- Grammar and syntactic awareness
- Sentence elaboration
- Punctuation

TEXT STRUCTURE

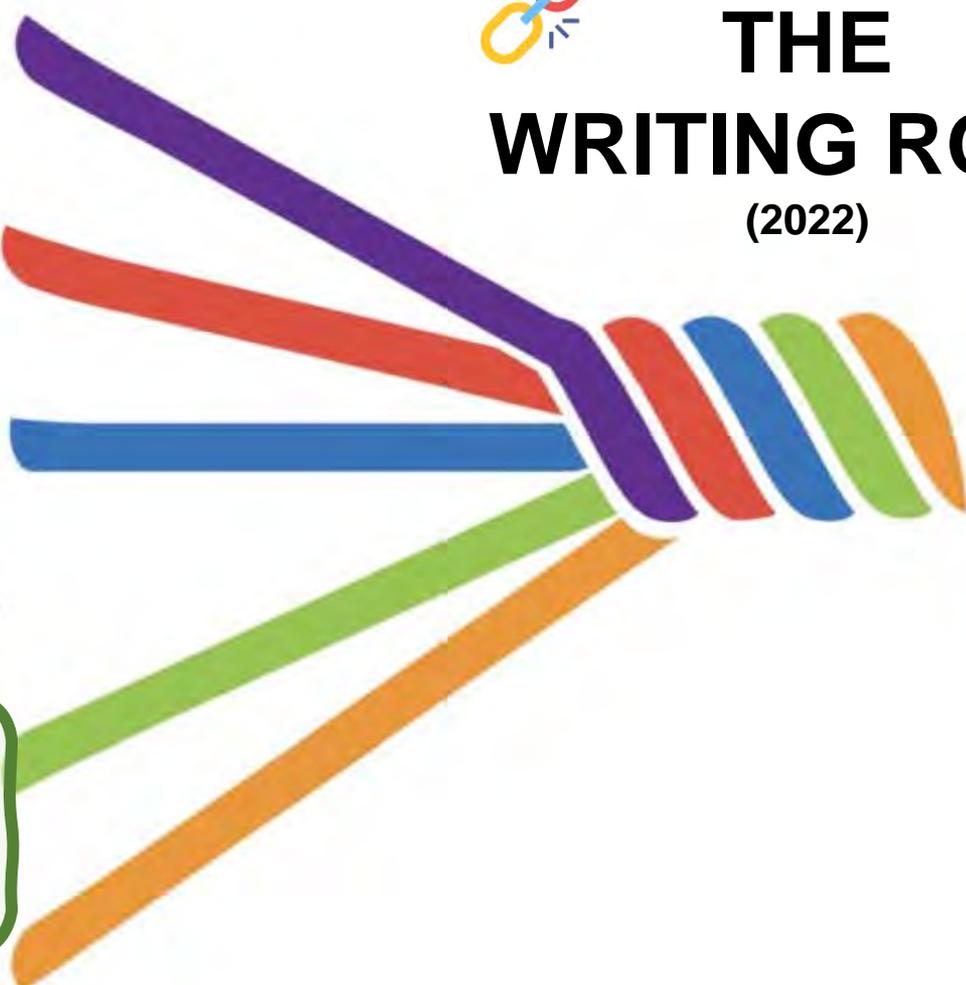
- Narrative, informational, opinion structures
- Paragraph structure
- Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)

WRITING CRAFT

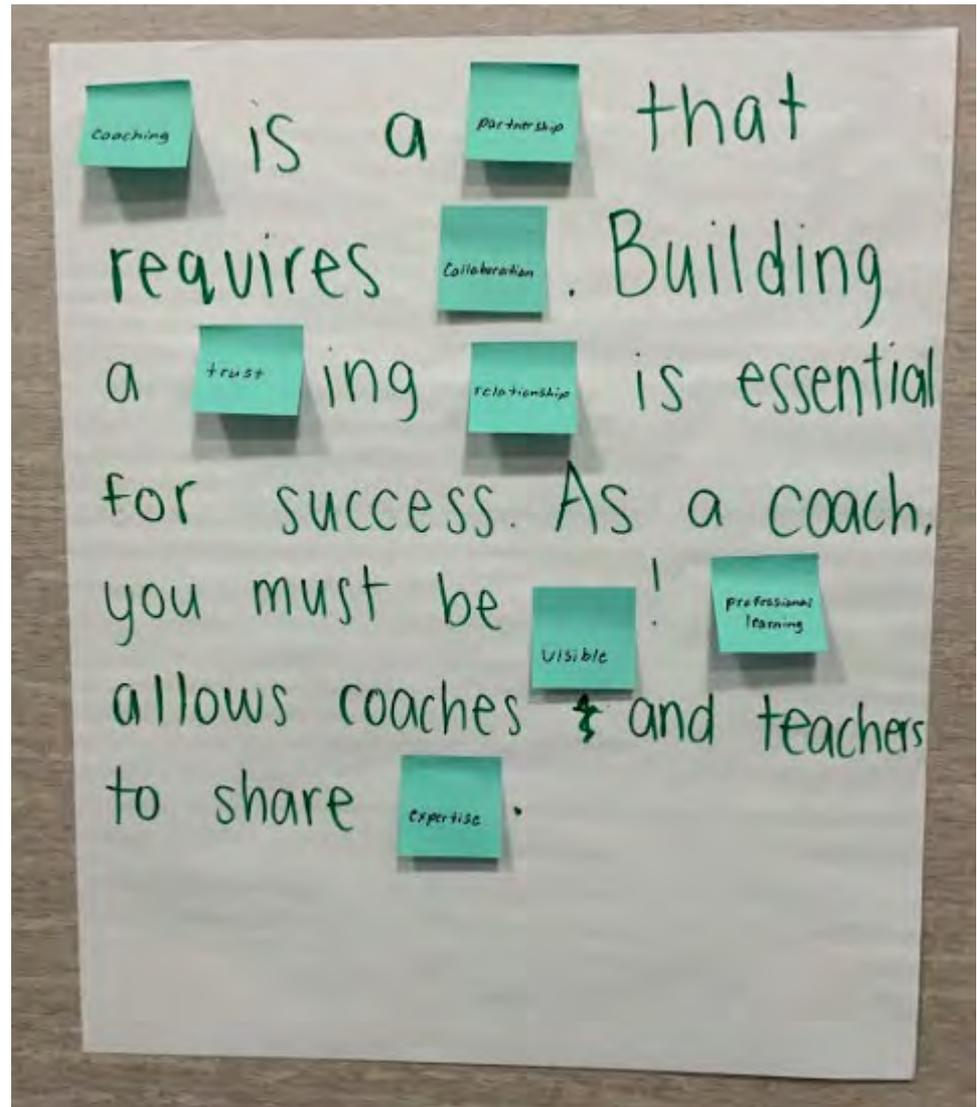
- Word choice
- Awareness of task, audience, purpose
- Literary devices

TRANSCRIPTION

- Spelling
- Handwriting, keyboarding



Summary Splash



Student Mastery



Leveraging Mentor Texts

**Figurative language
is best studied in
context!**



Leveraging Mentor Texts

- Text selection is key.
- Use multi-tasking texts.
 - Core curriculum selections
 - Content area texts (science and social studies)
 - B.E.S.T. ELA Standards suggested texts
 - Sample Texts by Benchmark (per grade level)
 - Sample Titles of Complex Texts by Grade Band (K-5), pages 151-157
 - Civic Literacy Reading List (K-5), pages 168-169
- Be intentional and explicit.



Planning Guide

Figurative Language Planning Guide			
Text Title	<i>Insert title here</i>	Grade Level:	
Targeted Figurative Language	<i>Insert actual text except here</i>	Figurative Language Type:	<input type="checkbox"/> Metaphor <input type="checkbox"/> Personification <input type="checkbox"/> Hyperbole
		<input type="checkbox"/> Simile <input type="checkbox"/> Idiom	
Guiding Questions for Instructional Implications			
Understanding the Figurative Language			
Why did the author choose to utilize figurative language in this excerpt?		What instructional practices or activities would be best suited for this use of figurative language or type of figurative language? Things to consider: <ul style="list-style-type: none"> • <i>Is repeated use of this type of figurative language in the text?</i> • <i>Is this an introductory lesson or review lesson for this type of figurative language?</i> 	
<ul style="list-style-type: none"> • <i>Tone/mood</i> • <i>Imagery</i> • <i>Emotional response</i> • <i>Engage the reader</i> • <i>Other</i> 		Is the vocabulary used within the figurative language a barrier to the students' comprehension? If so, what words need to be addressed?	
Does this use of figurative language build on what has already been stated plainly in the text, or are there multiple interpretations and inferences possible? If so, what are the other possibilities?		What writing tasks could stem from this example of figurative language?	
		What do you want the students to be able to understand and learn by the end of the lesson (start with the end in mind)? <ul style="list-style-type: none"> • <i>Exit ticket/student artifacts</i> • <i>Formative assessment</i> • <i>Success criteria</i> 	
Potential Misconceptions/Other Considerations			

Planning Guide

Text Title	<i>Sarah, Plain and Tall</i>	Grade Level: 3	
Targeted Figurative Language	Outside, the prairie reached out and touched the places where the sky came down.	Figurative Language Type:	
		<input type="checkbox"/> Simile <input type="checkbox"/> Idiom <input type="checkbox"/> Alliteration	<input type="checkbox"/> Metaphor <input checked="" type="checkbox"/> Personification <input type="checkbox"/> Hyperbole <input type="checkbox"/> Other
Guiding Questions for Instructional Implications			
<i>Understanding the Figurative Language</i>			
<p>Why did the author choose to utilize figurative language in this excerpt?</p> <ul style="list-style-type: none"> • <i>Tone/mood</i> • <i>Imagery</i> • <i>Emotional response</i> • <i>Engage the reader</i> • <i>Other</i> 	<p>A. Imagery, as it helps the reader understand how big and vast the prairie is.</p> <p>B. A comparison could be made between life and the prairie in the context of this passage. It seems big and unending, but it meets the sky/horizon, perhaps like “the light at the end of the tunnel.”</p>		
<p>Does this use of figurative language build on what has already been stated plainly in the text, or are there multiple interpretations and inferences possible? If so, what are the other possibilities?</p>	<p>The literal part describing the visual of the prairie is a more explicit detail. However, as stated above, it could allude to comparison to life.</p>		



Planning Guide

Instructional Considerations

<p>What instructional practices or activities would be best suited for this use of figurative language or type of figurative language? Things to consider:</p> <ul style="list-style-type: none">• <i>Is repeated use of this type of figurative language in the text?</i>• <i>Is this an introductory lesson or review lesson for this type of figurative language?</i>	<p>There are other instances of personification within the same passage suggesting the author relies on this device for imagery. Use a two-column note organizer to compile the multiple examples, "I do/We do/You do."</p>
<p>Is the vocabulary used within the figurative language a barrier to the students' comprehension? If so, what words need to be addressed?</p>	<p>Prairie might need to be briefly explained as a type of landform.</p>
<p>What writing tasks could stem from this example of figurative language?</p>	<p>Have students write about a place, using personification as a tool for description.</p>
<p>What do you want the students to be able to understand and learn by the end of the lesson (start with the end in mind)?</p> <ul style="list-style-type: none">• <i>Exit ticket/student artifacts</i>• <i>Formative assessment</i>• <i>Success criteria</i>	<p>Understand that authors use personification to describe setting as well as mood and tone. The "You do" part of the two-column note would serve as a check for student understanding. You would want students to be able to either draw or write to represent correct description of a place. An additional writing assignment could also serve as evidence of student mastery.</p>

Practice is the Best Master

As a table team...

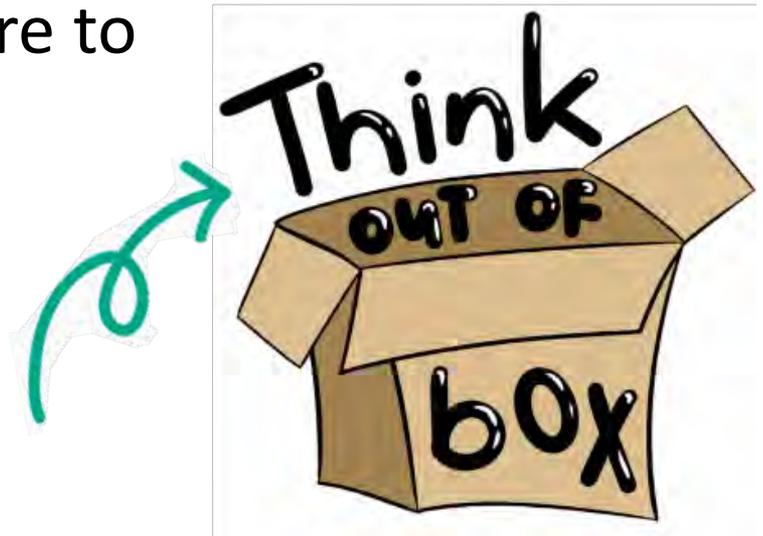
1. Choose a group recorder and reporter for your group.
2. Review your assigned mentor text figurative language excerpt found on **Handout #7**.
3. Work through the planning guide, engaging in discussion around the questions.
4. Record your answers on **Handout #8**, both your own thoughts as well as the collective thoughts of the group.
5. Be prepared to share out with the whole group.



Impacting All Students

Figurative language can pose difficulties for many of our more dependent learners due to nuances in language and inference demands that rely heavily on more abstract and implicit information.

- Learners with limited exposure to oral language
- English language learners
- Learners who struggle with language processing
- Literal thinkers



Impacting All Students

Don't be afraid to play with words and language!

- Use riddles, jokes and puns.
 - Helps improve linguistic flexibility
 - Increases verbal reasoning skills
 - Improves pragmatic awareness
- Use teacher think-alouds to model the thinking behind the wordplay.
 - Explain the play on words
 - Explain the trick to the riddle



Session Reflection

- Deepened working knowledge of figurative language as defined by Florida's B.E.S.T. ELA Standards.
- Explored instructional implications and engaged in a planning activity using one instructional routine for teaching figurative language that incorporated reading and writing.



Rome Wasn't Built in a Day



Light bulb
moment!

The ball is in
your court!





**THANKS A
MILLION**



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