

Florida B.E.S.T. LEXILE

FIGURATIVE LANGUAGE

Words & Phrases

Literal Language
Means exactly what it says.



Example: My class went on a field trip to the zoo. We saw elephants.

Nonliteral Language / Figurative Language
The author uses language beyond its literal meaning. Often times, figurative language compares one thing to another. Authors use figurative language to help readers use their imagination.



Example: My class was a zoo. Kids were jumping around and yelling.

ALLITERATION
The same letter or sounds at the beginning of closely connected words.

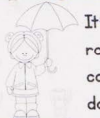


She sells seashells.

Imagery
Words or phrases that do not mean what they say. The words do not have literal meaning. Authors use figurative language to illustrate or emphasize their point.



This pizza is as cold as ice.

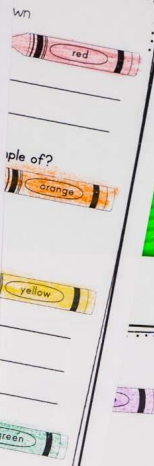


It's raining cats and dogs!

Pretend
When I read, I'm like a balloon, filling myself with stories at let me float different adventures.



Color
When I see, I'm like a paint palette, filling myself with colors at let me paint different adventures.



Language
the following questions. Underline the text evidence in the color shown.

is the author describing in the poem?
oneselves when they read a book



Read the fi
Idiom
Simile
Alliteration
Literal

What is it
The pace
they are

4. Read these

- What type
- a. Idiom
 - b. Simile
 - c. Alliteration
 - d. Literal

5. What is
The saying

Poetry

Figurative Language

Name: _____

Date: _____

Literal vs. Figurative

Poetry

Figurative Language

Name: _____

Date: _____

Where Go

Da
five
60k

green

On go
And on
Away do
Away down

Away down
A hundred m
more

Dark brown is the river,
Golden is the sand.
It flows along for ever,
With trees on either hand.

Green leaves a-floating,
Castles of the foam,
Boats of mine a-boatin'
Where will all come ho

On goes the river,
And out past the
Away down the
Away down the

Away down
A hundred
Other litt
Shall bri

Poetry

Figurative Language

Name: _____

Date: _____

I Like to Pretend

I like to pretend
I'm an astronaut,
a pirate,
a fairy,
a famous football player.

When I read,
I'm like a balloon,
filling myself with stories
that let me float
into different adventures.

I like to pretend
I've visited space,
searched for treasure,
flown through the woods,
scored a winning touchdown.

Don't judge a book
by its cover.
Judge it by
who you are when
you finish it.

I like to pretend
I'm the hero,
the villain,
the funny sidekick,
the wise elder.

I like to pretend
the pretty pages packed
with poetic passages
are all about me.

I like to pretend
I'm living a book.
I'm breathing a book.
I'm becoming a book.



Figurative Language

Answer the following questions. Underline the text evidence in the color shown.

1. Write a sentence from the story that is literal language.

Isaac put down his pencil, gave his sketch a final glance, then found his dad halfway under the family's car in the garage.

2. Read this sentence from the story:

Isaac got to his feet with the metal piece in his hand and ran as fast as a cheetah toward his grandparents' house.

Which type of language is this an example of?

- a. Idiom
- b. Simile
- c. Alliteration
- d. Literal language

3. What does the phrase "as fast as a cheetah" illustrate?

It illustrates how fast he is running. Cheetahs are very fast animals.

4. Read this sentence from the story:

When he reached his grandparents' house, their bulldog barked at him.

Which type of language is this an example of?

- a. Idiom
- b. Simile
- c. Alliteration
- d. Literal language

5. What is the author describing in the sentence above?

They are describing the bulldog.

710L

Figurative Language

Name: _____

Date: _____

Distracted

"Isaac, come out here!" Dad called from the garage.

Isaac put down his pencil, gave his sketch a final glance, then found his dad halfway under the family's car in the garage. He crouched by his dad's legs, noting the grease on Dad's jeans. "Yeah, Dad?"

A small metal piece rolled out from under the car, stopping at Isaac's knee. He picked it up, having no idea what it was. He liked to draw, not work on cars.

"Run over to Grandpa's and see if he has one of those," Dad said, right before his socket wrench clicked rapidly. "And hurry."



"Okay." Isaac got to his feet with the metal piece in his hand and ran as fast as a cheetah toward his grandparents' house.

When he reached his grandparents' house, their big, bumbling bulldog, Brutus, barked at him. The dog grabbed a stick in his mouth and dropped it at Isaac's feet, his wagging hopefully.

Isaac couldn't resist playing with Brutus. He picked up the stick and they ran over the yard. Isaac's two friends who lived across the street from his grandparents came over. The game got more intense with more players, and before Isaac knew it, Grandpa was on the front steps, his hands on his hips.

790L

Figurative Language

Name: _____

Date: _____

What Is a Journalist?



Journalists work for newspapers and magazines, websites, radio stations, or television shows. It's going on in the world. They may give listeners news about international events. Researching and interviewing is involved. Some journalists take a lot of traveling. They add to their reports, as well.

As a journalist, a person can focus on many different popular possibilities. All journalists have well-developed writing skills, too. Journalists write for different kinds of audiences. Part of their job is to help people understand. A confident writer can add to their reports, as well.

If you are interested in becoming a journalist, there is a great place to start. You can focus on a specific area, like sports or news. You can also write about many different topics. When you get a job, you can focus on your favorite topic. You can also write about many different topics. When you get a job, you can focus on your favorite topic.

Figurative Language

Answer the following questions. Underline the text evidence in the color shown.

6. What type of language is this an example of?

- a. Idiom
- b. Simile
- c. Alliteration
- d. Literal language

7. What is the meaning of the text?

The out attract thing

8. What does the author mean by "spill the beans"?

The do

2. Read this sentence from the text: "It is their job to spill the beans about what is going on in the world." Which type of language is this an example of?

- a. Idiom
- b. Simile
- c. Alliteration
- d. Literal language

3. What does the author mean by "spill the beans"?

The author means tell everyone all the details

4. Read this sentence from the text: "Business, science, and politics are popular possibilities." Which type of language is this an example of?

- a. Idiom
- b. Simile
- c. Alliteration
- d. Literal language

5. What is the author describing in the sentence above?

Different areas a journalist could focus



WORDS & PHRASES IN POETRY

2nd grade

Table of Contents

*This product includes 12 stories and poems in the 2nd-3rd Florida B.E.S.T. Text Complexity Band.

- Anchor Charts/ Journal Pages
- Mentor Text: Where Go The Boats?

- **Original Poems Included:**

1. Rainstorm
2. I Like to Pretend
3. Secrets Unleashed

- **Original Stories Included:**

1. Movie Madness- 490L
2. The Lemonade Stand- 610L
3. Distracted- 710L

- **Nonfiction Passages Included:**

1. The History of Lacrosse- 640L
2. J.K. Rowling- 670L
3. Woodland Wreath- 700L
4. What Is a Journalist- 790L

- **Assessment Passages Included:**

1. This Is Your Life- (Poem)
2. The Best Medicine- 420L



ABOUT LEXILE LEVELS



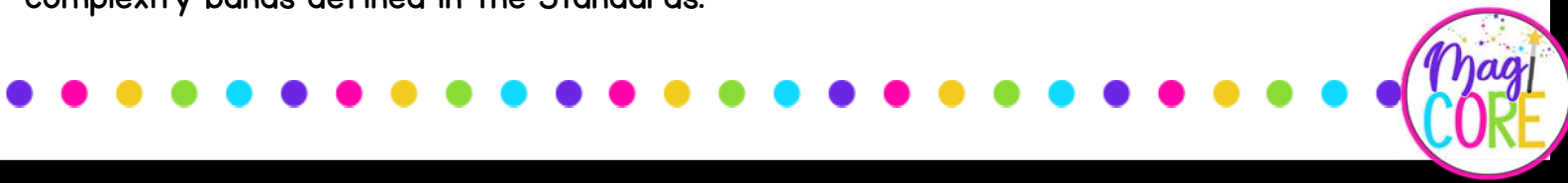
MagiCore is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Florida B.E.S.T. standards use Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to research, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."



How to Use This Resource

This resource was modified to fit the Florida B.E.S.T reading standards. It includes:

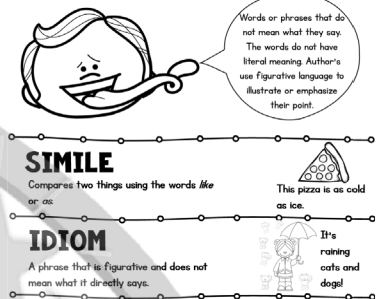
Anchor Charts: These anchor charts should be used to introduce the skills. You can make copies for student journals and create a large class-sized poster. Teachers should review anchor charts with students during each mini lesson. Students can refer to journal anchor charts while completing independent work.

Mentor Text: Mentor texts are included for teachers to use to model the skill. Some of the mentor texts come directly from the Florida B.E.S.T standards mentor text recommendations for second grade. These texts tend to be longer and more complex than the intended Lexile grade range. For this reason, I have incorporated these recommended texts for teachers to use as read alouds, shared readings, and modeling. Mentor texts also include a guided response, such as a graphic organizer or questions.

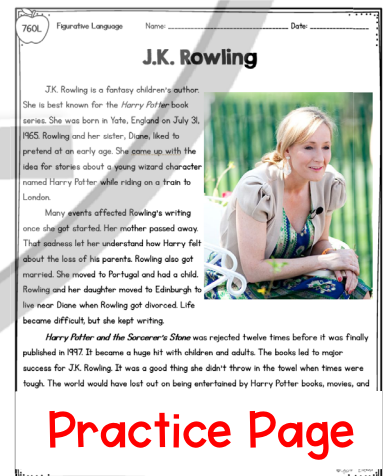
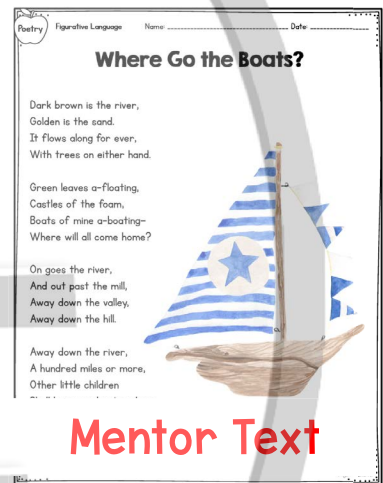
Practice Passages: These passages are Lexile leveled and include standards-based questions. These are designed to be used for guided practice, independent practice, and small groups. Please note, all passages will not be used in one unit. I provide extra so you can use them for later review.

Assessment: Two assessment passages are included. Both are intended to be used to form a complete assessment; however, some teachers choose to use the assessment passages separately in order to differentiate assessments.

Figurative Language



Anchor Chart



How to Use This Resource

Here is the recommended lesson layout and schedule for this resource:

Day 1: Introduce the anchor charts to review the difference between literal and nonliteral language. Discuss the different types of figurative language students will be focusing on during this unit. Read aloud the Mentor Text “Where Go the Boats?” Model how to determine if language is literal or nonliteral. Discuss the purpose of each type of figurative language that you come across in the mentor text.

Day 2: Select a text in the mid-range of the text complexity band. Make the text and question set poster size or project the text and questions. Read the story as a class, and then work together to answer the questions.

Day 3: Students complete a passage and question set in partners. I recommend choosing a text in the mid-range of the text complexity band. Always review work as a class or in groups.

Day 4: Students complete a passage at the low range of the text complexity band independently. Be sure to review student work. If students did not get answers correct, ensure you make time to review with students independently or in small groups.

Day 5-6: Continue to assign increasingly more complex passages. Continue to assess and review work.

Day 7: By the end of the unit, most of your class should be showing mastery of the passages. This is the time to give the assessment. I recommend giving both assessment passages together, but you can also separate the passages and use the different levels to differentiate.

**Follow your students' lead. These lessons may take more or less time. Do not move on to subsequent lessons until your students are showing progress.*



Figurative Language

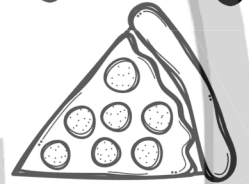


Words or phrases that do not mean what they say.

The words do not have literal meaning. Authors use figurative language to illustrate or emphasize their point.

SIMILE

Compares two things using the words *like* or *as*.



This pizza is as cold as ice.

IDIOM

A phrase that is figurative and does not mean what it directly says.



It's raining cats and dogs!

ALLITERATION

The same letter or sounds at the beginning of closely connected words.



She sells seashells.

Where Go the Boats?

Dark brown is the river,
Golden is the sand.
It flows along for ever,
With trees on either hand.

Green leaves a-floating,
Castles of the foam,
Boats of mine a-boating—
Where will all come home?

On goes the river,
And out past the mill,
Away down the valley,
Away down the hill.

Away down the river,
A hundred miles or more,
Other little children
Shall bring my boats ashore.



Literal vs. Figurative Language

Examples of Literal Language	Examples of Figurative Language	Type of Figurative Language

Rainstorm

Big fat drops plopped
from the sky
as the rain fell
like a leaking faucet.

They kerplunked
on the roof.
They splattered
on the windows.

They threw themselves
here and there,
thudding and thumping
onto the thirsty land.

By the time those raindrops
called it a day,
they'd gotten everything
good and wet!



Figurative Language

Answer the following questions. Underline the text evidence in the color shown.

1. What is the author describing in the poem?



2. Read these lines:

*as the rain fell
like a leaking faucet.*



What type of language are these lines an example of?

- a. Idiom
- b. Simile
- c. Alliteration
- d. Literal language

3. What is the author describing in the lines above?



4. Read the third stanza. What type of language are these lines an example of?

- a. Idiom
- b. Simile
- c. Alliteration
- d. Literal language



5. What is the author describing in the lines above?



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Good to Go



Not O.K.

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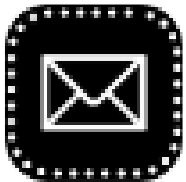
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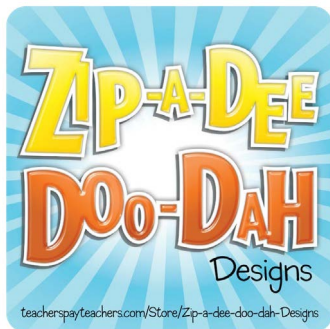
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