

The following work samples and corresponding analysis, next steps, and commentary are meant to serve as **reference tools only**. They in no way imply that teachers must create this three part product for each piece of student work that they receive. While teachers are encouraged to analyze student work using the appropriate standards as a guide and plan instruction accordingly, a written product such as these examples is not always required. Teachers are strongly urged to share commentary with students regarding their work regularly throughout units or tasks. Feedback that occurs on a regular basis is most effective when delivered in “dollops”/small segments. This commentary can be delivered in a variety of formats including a verbal discussion. For more information regarding commentary, see the Georgia Performance Standards training module Day Seven (<http://www.georgiastandards.org/training.aspx>)

Grade: 5

Date of Task Completion: October, 2006

Unit/Genre: Poetry

Title: Figurative Language

Analysis Submitted by: Leigh-Anne Blaylock (Quail Run Elementary) and Ruthann Bowden (Russell Elementary) Houston County School System

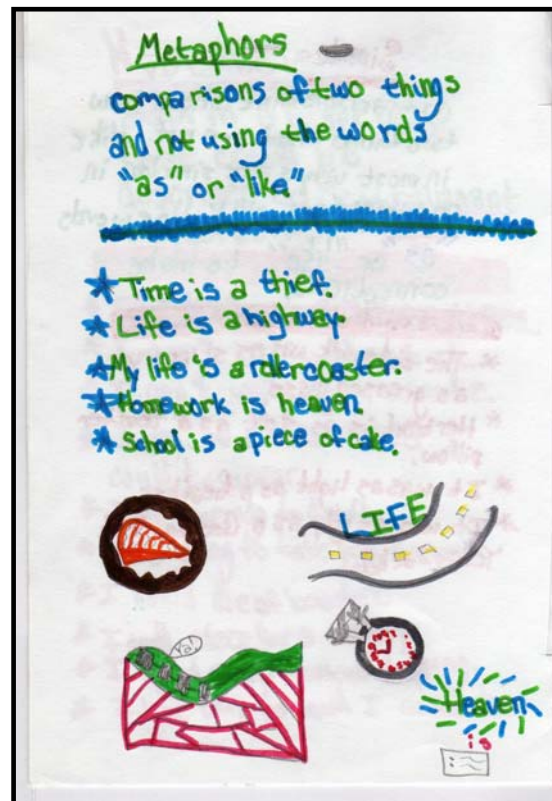
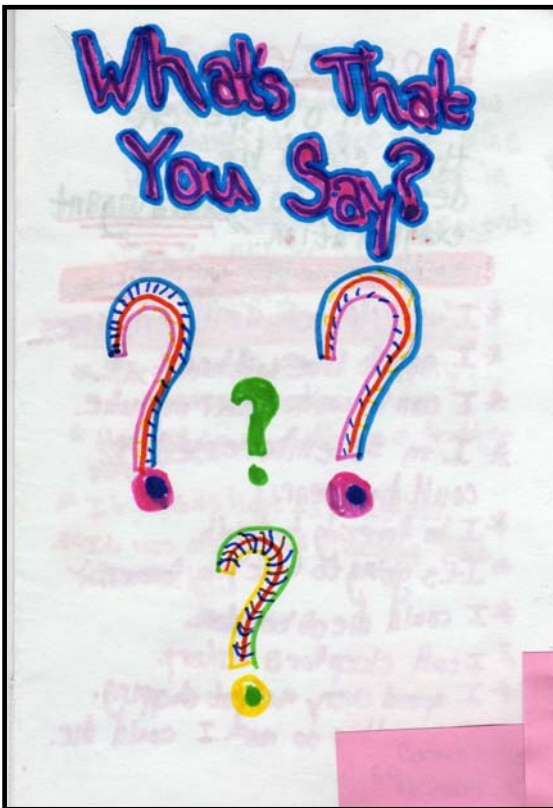
Description/Directions

After a week long study of figurative language including hyperbole, simile, and metaphor students will compose a poem that includes examples of each. In whole group, the teacher will introduce definition and examples of each form of figurative language. Students will then create a book including definition and original examples. Each figurative language element will be represented in an original poem.

Circumstances of the Task

- Lesson begins with whole group discussion; ends with independent practice
- Students can refer back to classroom charts and/or notes
- Students can access peer and/or teacher conferences for revision and editing
- This was an **Instructional Task**.

Student Work



Hyperbole

a form of speech that could be described as extravagant exaggeration.

- * I've told you a million times.
- * I can't live without it.
- * I can't wait another minute.
- * I'm so embarrassed I could disappear.
- * I'm freezing to death.
- * It's going to take you forever.
- * I could die of boredom.
- * I could sleep for a century.
- * I spend every moment shopping.
- * I love this so much I could die.

Simile

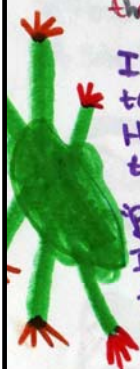
comparison that show how two things that are not alike in most ways are similar in one important way. Use words "as" or "like" to make connections.

- * The sidewalk was as slippery as greased glass.
- * Her heart is as soft as a feather pillow.
- * It was as light as a feather.
- * It was as shy as a Georgia Tech Yellow Jacket.



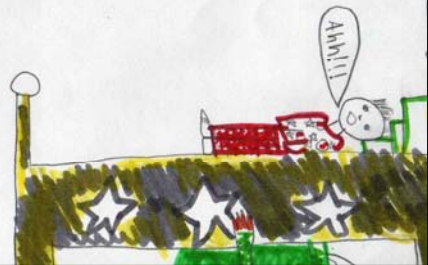
The Bogeyman tried to scare me,
but I just told him to flee.
He wasn't as scary as that movie
so he didn't scare me.

He whispered very softly
saying "Hee hee"
This was a piece of cake
trying to make
the Bogeyman scare me.



I told him a million times
to stop this bad rhyme.
He said OK and went in a flash,
then he came back so silently.

"Boo!" he said.
I then jumped back
taken aback.
"OK. You won't you got me!"



Standards:

Reading

ELA5R1. The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. The texts are of the quality and complexity illustrated by the Grade Five reading list.

For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:

- e. Identifies imagery, figurative language (e.g., personification, metaphor, simile, hyperbole), rhythm, or flow when responding to literature.
 - k. Identifies common structures and stylistic elements (e.g., hyperbole, refrain, simile) in traditional literature
- Each page of the book that included definitions and examples illustrated that the student could correctly identify various examples of figurative language.

ELA5R3. The student understands and acquires new vocabulary and uses it correctly in reading and writing; the student

- a. Reads a variety of texts and incorporates new words into oral and written language.
 - f. Identifies the meaning of common idioms and figurative phrases.
- Student asked questions and researched unfamiliar vocabulary to discover meaning. For example, the student was not sure how long a century was, so she looked it up in a dictionary.

Writing

ELA5W1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains coherent focus throughout, and signals a satisfying closure; the student:

- a. Selects a focus, organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements
- The student's poem was focused, organized in stanzas, and reflected her purpose.
 - The student also incorporated various forms of figurative language, which shows evidence that she is at least beginning to comprehend the effects of figurative language as well as use it for effect within her own writing.

Next Step Instructional Plans

- Students should practice using hyperboles, metaphors, and similes in other writing genres including personal narrative and realistic fiction.

- Students should examine works of nonfiction, such as magazine articles or nonfiction books written for a younger audience, to determine if and how figurative language is used within this genre. Students should analyze the effects of this type of language within nonfiction and then practice incorporating it in their own nonfiction pieces.
- When reading independently students need to recognize figurative language and interpret meaning.
- Students will use their knowledge of figurative language to interpret author's purpose in future pieces
- Students will continue to analyze figurative language to uncover meaning of poetry

Commentary provided to the student (verbal and/or written)

- Each page of your booklet contains correct examples of the types of figurative language specified. I like your definitions and the interesting examples that you chose.
- Your poem demonstrates your understanding of figurative language. For example, you compared the boogey man to a scary movie, which helps the reader create a better mental image.
- The metaphor, "this was a piece of cake," shows how easy it was for the boogey man to scare you. This makes it easy for your readers to interpret your reaction.
- By telling the boogey man "I told him a million times" the reader is able to capture your frustration toward the persistence of the boogey man. This was a very effective use of hyperbole.
- When you incorporated the word "century" into your book you demonstrated your ability to research unknown words and incorporate them into your writing.