Lesson 3: Reading Literary Texts: Comparing Figurative Language

CCS Standards

- **RL.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.5.4:** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RL.5.9:** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- **W.5.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.5.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **W.5.9a:** Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
- **SL.5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.5.1b:** Follow agreed-upon rules for discussions and carry out assigned roles.
- **L.5.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.5.2d:** Use underlining, quotation marks, or italics to indicate titles of works.
- **L.5.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.5.5a:** Interpret figurative language, including similes and metaphors, in context.
- **L.5.5b:** Recognize and explain the meaning of common idioms, adages, and proverbs.

Daily Learning Targets

- I can recognize and explain the meaning of similes, metaphors, and idioms in a text. (RL.5.4, L.5.5a, L.5.5b)
- I can write a paragraph explaining the similarities of the use of figurative language in two literary texts about the rainforest. (RL.5.1, RL.5.4, RL.5.9, W.5.2, W.5.9a, L.5.2d, L.5.5a, L.5.5b)

Ongoing Assessment

- Venn Diagram: Figurative Language graphic organizer (RL.5.4, RL.5.9, L.5.5a, L.5.5b)
- Comparison Paragraph frame (RL.5.1, RL.5.4, RL.5.9, W.5.2, W.5.9a, L.5.2d, L.5.5a, L.5.5b)

1. **Opening**

   A. Engaging the Reader: Back-to-Back and Face-to-Face (10 minutes)

   B. Reviewing Learning Targets (5 minutes)

2. **Work Time**

   A. Guided Practice: Comparing the Use of Figurative Language in Two Texts (20 minutes)

   B. Triad Practice: Comparing the Use of Figurative Language in Two Texts (20 minutes)

3. **Closing and Assessment**

   A. Reflecting on Learning (5 minutes)

2. **Homework**

   A. Vocabulary. Follow the directions in your Unit 2 homework packet.

   B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

■ In Opening A, students use the Back-to-Back and Face-to-Face protocol to review the definitions of the types of figurative language introduced in Lesson 2 and share examples from their independent reading books (SL.5.1b). Consider how familiar students are with this protocol (and the others used in this lesson—see "in advance") and reallocate class time for familiarization as necessary.

■ In Work Times A and B, students plan and write a paragraph in which they discuss the similarities of the use of figurative language in two of the texts read in this unit. Using the quotes analyzed in Lesson 2, students discuss what the quotes help them to understand about the rainforest and use evidence from the texts to explain their thinking (RL.5.1, RL.5.4, RL.5.9, W.5.2, W.5.9a, L.5.2d, L.5.5a, L.5.5b).

■ This lesson is the third in a series of three that include built-out instruction for the use of Goal 3 Conversation Cues to promote productive and equitable conversation (adapted from Michaels, Sarah and O'Connor, Cathy. Talk Science Primer. Cambridge, MA: TERC, 2012. http://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf. Based on Chapin, S., O'Connor, C., and Anderson, N. [2009]. Classroom Discussions: Using Math Talk to Help Students Learn, Grades K-6. Second Edition. Sausalito, CA: Math Solutions Publications). Goal 3 Conversation Cues encourage students to deepen their thinking. Continue drawing on Goals 1 and 2 Conversation Cues, introduced in Module 1, and add Goal 3 Conversation Cues to more strategically promote productive and equitable conversation. In Module 3, Goal 4 Conversation Cues are also introduced. Refer to the Module 1 Appendix for additional information on Conversation Cues. Consider providing students with a thinking journal or scrap paper.

■ The research reading students complete for homework helps to build both their vocabulary and knowledge pertaining to the rainforest. By participating in this volume of reading over a

span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.

- In this lesson, the habit of character focus is working to become an effective learner. The characteristic students are reminded of specifically is collaboration, as they work in triads to compare the use of figurative language in two texts.

How it builds on previous work:

- Students continue to work with the quotes and the Explaining Quotes: Figurative Language note-catcher introduced in Lesson 2 to plan and write their comparison paragraphs.

Areas in which students may need additional support:

- Consider how to strategically group students so they can support one another well as they write their comparison paragraphs during their work as triads.
- Some students may need additional support to record information in the correct section of the Venn Diagram: Figurative Language graphic organizer.

Assessment guidance:

- Consider using the Speaking and Listening Informal Assessment: Collaborative Discussion Checklist during students' partner discussions in Opening A (see Module 1 Appendix).
- Refer to the Informative/Explanatory Writing Rubric: Grade 5 when reviewing student work to determine areas in which students require more instruction and/or support (see Grade 5 Writing Rubrics document).
- An example Venn Diagram graphic organizer and Comparison Paragraph frame are included in the supporting materials. Note that student responses may vary from these examples based on the texts students choose to compare and the quotes use to support their thinking.
- The Red Light, Green Light protocol is used in Closing and Assessment A to gauge student readiness for the Mid-Unit 2 Assessment, taken in the next lesson. Before the assessment, check in with students who indicate that they are not ready or that they need support.
- For ELLs: Collect Language Dive II Part 1 Practice homework from Lesson 2 for assessment.

Down the road:

- Students will analyze figurative language and the narrator's point of view and compare two literary texts about the rainforest on the Mid-Unit 2 Assessment in Lesson 4.
- Students will use the Explaining Quotes note-catcher when they plan and draft an informational essay in response to the texts they have read in the second half of the unit.

In advance:

- Strategically group students for partner work in Work Times A and B.
- Review the Back-to-Back and Face-to-Face, Think-Pair-Share, and Red Light, Green Light protocols. See Classroom Protocols.
- Prepare red, yellow and green objects, for example colored cardstock, one of each color per student.
- Post: Learning targets and Working to Become Effective Learners anchor chart.

Technology & Multimedia

- Work Time A: Digital Venn diagram: Allow students to create the Venn Diagram graphic organizer using Google Docs or other word processing software to refer to when working on their writing outside of class.

- Work Time B: Allow students to type their comparison paragraph using Google Docs or other word processing software.

- Work Times A and B: Students complete their graphic organizers and write their paragraphs in a word processing document, for example a Google Doc using Speech to Text facilities activated on devices, or using an app or software like Dictation.io (https://dictation.io/speech)

Supporting English Language Learners

Supports guided by in part by CA ELD Standards 5.I.A.1, 5.I.A.3, 5.I.B.6, 5.I.B.7, 5.I.B.8, 5.I.C.10a, 5.I.C.12a, 5.II.A.1, 5.II.C.6

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to practice identifying and discussing figurative language, including examples in their home language; use graphic organizers to analyze evidence; and work with a partner to complete a detailed paragraph frame that clarifies expectations of what students should write.

- ELLs may find the volume of unfamiliar language challenging. Though students have been previously exposed to the quotes and texts in this lesson, ELLs may still be largely unfamiliar with the meaning of the language. Help narrow their focus by referring them back to quotes and text they have worked with more extensively, such as the sentence in the Language Dive. If they can start by properly applying one or two pieces of evidence from the texts, they will make excellent progress.

- In Work Time A, ELLs are invited to participate in the second of a series of two connected Language Dive conversations. This second conversation guides them through expanding the meaning of the metaphor in the mystery quote they discussed in Lesson 2. It also provides students with further practice using the language structure from the mystery quote. Students may draw on this sentence when writing about the use of concrete language and sensory detail later in the unit. Preview the Language Dive Guide and consider how to invite conversation among students to address the questions and goals suggested under each sentence strip chunk (see supporting materials). Select from the questions and goals provided to best meet your students' needs.

Levels of support

For lighter support:

- Invite students to continue their Lesson 2 play with the Language Dive sentence and evaluate which versions are most effective, and why.

For heavier support:

- Consider writing the answers from the Venn Diagram: Figurative Language graphic organizer (example, for teacher reference) on separate sticky notes. Invite students to paste the notes into the proper place on a blank Venn diagram.

- In preparation for the Mid-Unit 2 Assessment, provide students with sentence frames and practice to answer the following questions about metaphors:

  "What two things are being compared in this simile or metaphor?"

  "How does this simile or metaphor help you understand the meaning of the text?"

Universal Design for Learning

- **Multiple Means of Representation:** Some students may need additional support for the abstract thinking required by the figurative language work in this lesson. Consider ways to activate students' background knowledge of figurative language to help them access the learning goals of this lesson. This will help them to generalize skills across lessons and in their own independent reading. This is particularly important because the next lesson includes the mid-unit assessment.

- **Multiple Means of Action and Expression:** Students demonstrate their learning about figurative language in the Venn diagram activity as well as the partner paragraph writing. Use strategies that will reduce barriers to help students demonstrate their level of comfort with figurative language. Examples:
  - Supply sentence starters to help students organize their thoughts before they write them in the Venn diagram.
  - Consider varied methods for them to express their thoughts in the Venn diagram (e.g., sticky notes, sketching, etc.).

- **Multiple Means of Engagement:** Build on the generalization skills promoted through multiple means of representation in the Closing when students reflect on their learning in preparation for the assessment. Students may feel uneasy about sharing their comfort level about the learning targets, so continue to create a supportive and accepting classroom atmosphere. Emphasize that some students will have different comfort levels with different learning targets and that is okay.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- figurative language, simile, metaphor, idiom, similarities, topic sentence, conclusion sentence, context, evidence, concluding sentence (L)
- although, understand, similarly (W)

Materials

☑ Research reading texts (one per student)

☑ Explaining Quotes: Figurative Language note-catcher (from Lesson 2; one per student and one to display)

  – Language Dive Guide II: Part 2 (for ELLs; for teacher reference)

  – Language Dive note-catcher II (for ELLs; from Lesson 2; one per student and one to display)

  – Sentence strip chunks II (for ELLs; from Lesson 2; one to display)

☑ Venn Diagram: Figurative Language graphic organizer (one per student and one to display)

☑ "The Dreaming Tree" (from Lesson 1; one per student)

☑ *The Great Kapok Tree* (one to display; for teacher read-aloud)

☑ *The Most Beautiful Roof in the World* (one per student)

☑ Venn Diagram: Figurative Language graphic organizer (example, for teacher reference)

☑ Comparison Paragraph frame (one per student and one to display)

☑ Working to Become Effective Learners anchor chart (begun in Module 1)

☑ Comparison Paragraph frame (example, for teacher reference)

☑ Red, yellow, and green objects (one of each color per student)

Opening

A. Engaging the Reader: Back-to-Back and Face-to-Face (10 minutes)

▪ Explain that today students will continue learning about narrative texts and figurative language.

▪ Tell students they will use the Back-to-Back and Face-to-Face protocol to share examples of similes, metaphors, and idioms from their independent reading texts. Ask them to turn and talk to an elbow partner:

  "What is a simile?" (a phrase that compares two different things using the words like or as)

  "What is a metaphor?" (a phrase that describes something by comparing it to some other thing)

  "What is an idiom?" (an expression that cannot be understood from the meanings of its separate words but that has a separate meaning of its own)

▪ Invite students to share a common metaphor, simile, or idiom in their home language.

▪ Ask students to take out their **research reading texts** and skim through them, looking for an example of a simile, metaphor, or idiom.

▪ Tell students they are going to use the Back-to-Back and Face-to-Face protocol to share the figurative language they found in their text and what it helps them to understand.

▪ Have students find a partner and stand back-to-back with him or her, being respectful of space.

▪ Ask students the following question and give them 30 seconds to consider how they will respond:

"Which type of figurative language was used in your independent reading book? What does it help you to understand about the text?"

- Invite students to turn face-to-face and share their responses.

- Have students repeat the steps with a new partner, responding to the same question.

- Ask students to return to their seats.

- Using a total participation technique, invite responses from the group:

  "What types of figurative language were used in your independent reading books? What do they help you to understand about the text?" (Responses will vary.)

  "Do you have a similar metaphor in your home language?" (Responses will vary.)

Meeting Students' Needs

- For ELLs and students who may need additional support with reading: Consider highlighting and discussing two or three examples of figurative language in the students' independent reading books before class. (MMR, MME)

- Activate students' background knowledge by referencing the figurative language handout begun in Lesson 2. (MMR)

Opening

B. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the learning targets and read them aloud:

  – "I can recognize and explain the meaning of similes, metaphors, and idioms in a text."

  – "I can write a paragraph explaining the similarities of the use of figurative language in two literary texts about the rainforest."

- Point out that today they will continue to analyze the figurative language used in "The Dreaming Tree" and *The Great Kapok Tree*.

- Circle the word similarities and explain that they will look at what is similar about how the authors of these texts used similes, metaphors, and idioms and then write a paragraph explaining these similarities.

- Add any new academic vocabulary to the permanent Academic Word Wall (from Module 1). Invite students to write the home language translations of academic or domain-specific words in a different color on the Word Wall next to the target vocabulary.

- Have students give a quick thumbs-up, thumbs-down, or thumbs-sideways to indicate how well they understand today's learning targets.

Meeting Students' Needs

- For ELLs: Reread the second learning target aloud. Then rephrase it: "I can write a paragraph to explain how the figurative language in two rainforest narratives is similar."

- When introducing the word similarities, ask:

  "Which smaller word do you notice embedded within this word?" (similar)

- Underline or box the word similar to help facilitate comprehension of new vocabulary. (MMR)

Work Time

A. Guided Practice: Comparing the Use of Figurative Language in Two Texts (20 minutes)

■ Invite students to take out their copies of the **Explaining Quotes: Figurative Language note-catcher** from Lesson 2. Tell them that today they will continue working with the quotes they analyzed in Lesson 2.

■ Invite students to independently read their notes on their note-catcher to review the context, the quote, and what the quote helps them understand about the text.

■ Invite students to Think-Pair-Share with an elbow partner:

"What patterns do you notice in the 'What does this help us understand?' column? What similarities are there in what the quotes help us to understand about the texts? What differences are there?" (The quotes help us to better understand the rainforest; the quotes help us visualize the beauty of the rainforest; the quotes show how powerful the rainforest can be.)

■ Display and distribute the **Venn Diagram: Figurative Language graphic organizer** and review how to use this kind of graphic organizer.

■ Explain that each circle of the graphic organizer will represent a text they have read in this module—**"The Dreaming Tree,"** *The Great Kapok Tree*, or *The Most Beautiful Roof in the World*. Invite students to take out their copies of these texts and display ***The Great Kapok Tree***.

■ Tell students that they will use the Venn diagram to compare what the figurative language in two of these texts helps them to understand.

■ Model using the Explaining Quotes: Figurative Language note-catcher to complete the Venn Diagram: Figurative Language graphic organizer for two of the texts. Refer to the **Venn Diagram: Figurative Language graphic organizer (example, for teacher reference)** as necessary.

■ Move students into predetermined partnerships. Invite them to work with their partner to complete their Venn Diagram: Figurative Language graphic organizer, referring to their Explaining Quotes: Figurative Language note-catcher and the unit texts as needed.

■ Circulate to support students as they work, checking to see that they are including quotes from two texts on their Venn diagrams and explaining what the figurative language from each text helps them to understand about the text.

■ After 10 minutes, refocus whole group and select pairs to share with the group.

■ If productive, use a Goal 3 Conversation Cue to encourage students to think about their thinking:

"How does our discussion and the Venn diagram add to your understanding of the figurative language in the two texts? I'll give you time to think and discuss with a partner." (Responses will vary.)

Meeting Students' Needs

- For ELLs: Before Work Time A, lead students through Language Dive II: Part 2 (see supporting materials). Refer to the **Language Dive Guide II: Part 2 (for teacher reference)**. Refer students to their **Language Dive note-catcher II** and the **Language Dive sentence strip chunks II**.

- Activate students' background knowledge by modeling how to write quotes with appropriate punctuation. (MMR)

- For ELLs and students who may need additional support with expressive language: Help students negotiate how they will complete the Venn diagram by providing negotiation phrases such as: (MMAE)

- "That sounds good. In my opinion, however, _____."

- "What if we _____?"

- "Another thing I was thinking we might do is _____."

- "I agree. And I would add that _____."

- "Maybe that quote belongs here instead."

Work Time

B. Triad Practice: Comparing the Use of Figurative Language in Two Texts (20 minutes)

- Move students into predetermined triads.

- Tell students that they will now use their Venn diagrams to write a paragraph in which they discuss the similarities of how two of their unit texts use figurative language.

- Display and distribute the **Comparison Paragraph frame** and ask:

   "What is the purpose of these paragraphs?" (to explain or tell about how two texts are similar)

   "What type of writing are these paragraphs?" (informative/explanatory)

- Invite students to Think-Pair-Share in their triads:

   "How are informational paragraphs structured?" (They begin with a topic sentence that introduces the topic; the topic is developed with facts, definitions, details, quotes, or other information related to the topic; and they end with a conclusion sentence that wraps up the information presented.)

- Direct students' attention to the first sentence of the Comparison Paragraph frame and tell them that for these paragraphs, they will begin by giving context about both of the texts they are writing about. Invite students to read this sentence to themselves.

- Select a volunteer to read aloud the second sentence in the frame.

- Using a total participation technique, invite responses from the group:

   "What is the purpose of this sentence?" (It tells the topic of the paragraph; it is the topic sentence.)

- Repeat this process for the remaining sentences of the paragraph frame, inviting a student to read the sentence aloud and discussing the purpose of each sentence:

   – Third and fourth sentences: give context for and evidence from one of the texts being compared.

- – Fifth and sixth sentences: give context for and evidence from the other text being compared.
- – Seventh sentence: concluding sentence
- ■ Review any unfamiliar vocabulary in the paragraph frame as necessary.
- ■ Point out that with sentences three and five, students should use direct quotations from the texts.
- ■ Using a total participation technique, invite responses from the group:

  "How should we indicate the titles of the texts in our paragraphs?" (use quotes around "The Dreaming Tree" and underline when writing **The Great Kapok** *Tree and* **The Most Beautiful Roof in the World** *by hand)*

  "How should we mark quotations from the texts in our paragraphs?" (Use a comma before writing a quote if it is in the middle of a sentence; use quotation marks around the quote; write the quote exactly as it appears in the text.)

- ■ Focus students on the **Working to Become Effective Learners anchor chart** and remind them specifically of the collaboration criteria. Remind them that because they will be working together in a small group, they will need to be conscious of working effectively with others.
- ■ Invite students to work with their triad to write a paragraph using the Comparison Paragraph frame. Remind them that even though they are working with a small group, all students must complete their own paragraph frame.
- ■ Circulate to support students as they work, checking for those using the frame to organize the structure of their paragraphs, using evidence from two of the unit texts to support their explanations, and correctly indicating the titles of the texts and quotations from the texts in their paragraphs. Refer to the **Comparison Paragraph frame (example, for teacher reference)** as an example of a proficient student's response.

Meeting Students' Needs

- ■ For ELLs and students who may need additional support with writing: As you ask questions about the Comparison Paragraph frame, take and display notes for visual reinforcement. (MMR)

  Example:

  Structure of informational paragraph

  1. Topic sentence

  2. Develop topic with facts, definitions, details, quotes, or other information

  3. Concluding sentence

- ■ To support executive function skills, provide students with a checklist for the parts of a comparison paragraph by sentence as displayed on the paragraph frame. (MMAE)
- ■ For ELLs and students who may need additional support with writing: Think aloud and model using their Venn diagram and Explaining Quotes: Figurative Language note-catcher to complete the third and fourth sentence of the paragraph frame. (MMR)
- ■ For ELLs and students who may need additional support with writing: To support planning and strategy development, invite students to orally rehearse

the completed paragraph with their partner before they begin writing in their paragraph frame. (MMAE)

Closing and Assessment

A. Reflecting on Learning (5 minutes)

- Tell students that in the next lesson, they will take the Mid-Unit 2 Assessment to demonstrate some of the learning targets they have practiced over the last few lessons.

- Tell students they are now going to use the Red Light, Green Light protocol to reflect on their learning and readiness for the mid-unit assessment.

- Direct students' attention to the following learning targets:

  - "I can recognize and explain the meaning of similes, metaphors, and idioms in a text."

  - "I can write a paragraph explaining the similarities of the use of figurative language in two literary texts about the rainforest.

- Distribute **red, yellow, and green objects**.

- Select a volunteer to read the first target aloud.

- Invite students to place the color on their desk that describes their comfort level or readiness with that target (Red = stuck or not ready; yellow = need support soon; green = ready to start).

- Repeat this process with the remaining learning targets, noting students showing red or yellow objects, so you can check in with them before the Mid-Unit 2 Assessment in Lesson 4.

- Repeat, inviting students to self-assess against how well they collaborated in this lesson.

Meeting Students' Needs

- For ELLs: Allow students to orally paraphrase the learning targets before they place the objects on their desk.

- For ELLs: In preparation for the Mid-Unit 2 Assessment, make sure students know to capitalize all content words in a title.

- Promote an accepting classroom climate by reminding students that asking for support is a good strategy before an assessment. Emphasize that different students may have different comfort levels with the learning targets and that is okay. (MME)

Homework

A. Vocabulary. Follow the directions in your Unit 2 homework packet.

B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.

Meeting Students' Needs

- For ELLs and students who may need additional support with reading and writing: Refer to the suggested homework support in Lesson 1. (MMAE, MMR)

- Consider offering multiple ways for students to respond to the prompt other than written expression. Examples could include pictures, digital media, song/poem, etc. (MMAE)