# Common Core Focus Standards for the Unit:

## Reading for Literature
- **RL.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

## Reading for Information
- **RI.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

## Writing
- **W. 8.3.d** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- **W. 8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

## Speaking and Listening
- **SL 8.1.b, c, d** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
  - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
  - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- **SL.8.2** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

## Language
- **L.8.5a, b, c** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - Interpret figures of speech (e.g. verbal irony, puns) in context.
  - Use the relationship between particular words to better understand each of the words.
  - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
- **L8.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary
knowledge when considering a word or phrase important to comprehension or expression.

**Foundational Skills (K-5)**

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**Overarching Understanding(s):**
- Understanding how and when to use figurative language enriches all communication.
- Using figurative language creates vivid mental images which deepen understanding of our experiences with text and the world.

**Essential Questions:**
- How will I choose the appropriate type of figurative language to create the image I wish to communicate?
- How does identifying and understanding figurative language help us interpret an author’s meaning and purpose?
- How does figurative language help us identify and connect to themes in literature?

**STUDENT-FRIENDLY LEARNING TARGET STATEMENTS**
| Knowledge, Reasoning, or Skill Targets | 1. I know the definition of these terms: irony, dramatic irony, pun, nuance, homonym, homograph, homophone, connotative and denotative meaning (DOK 1,2)  
2. I can identify many different types of figurative language. (similes, metaphors, personification, hyperbole, etc.) (DOK 1,2)  
3. I can use different types of figurative language in different types of writing. (DOK 3, 4)  
4. I can read and understand literature that uses figurative language. (poetry, stories, essays, etc.) (DOK 2, 3)  
5. I can evaluate a piece of writing to determine its theme, meaning, and author's purpose through his/her use of figurative language. (DOK 3, 4)  
6. I can compare and contrast different writing that utilizes figurative language. (DOK 3,4)  
7. I can communicate with my peers to improve my use of figurative language. (DOK 2) |
| **Claim & Depth of Knowledge** | [x] Claim #1 [x] Claim #2 [ ] Claim #3 [ ] Claim #4  
DOK 1, 2, 3 DOK 2, 3, 4 DOK 1,2 DOK____ |
| Performance Tasks that Provide Evidence for Selected Claims | 1. Create a figurative language dictionary for use during the unit.  
2. Read poetry and identify figurative language used.  
3. Read fiction and non-fiction, speeches to identify figurative language.  
4. Create a Venn diagram to compare and contrast fictional use of figurative language to non-fictional use of figurative language.  
5. Write original poetry using figurative language.  
6. Write a piece of non-fiction using figurative language to create pictures in the audience’s mind.  
7. Use figurative language in a piece of narrative writing.  
8. Using a rubric, students will evaluate peers’ writing for use of figurative language. |
| **Materials/Resources** | See page 89 of Appendix B for further task examples based on specific excerpts. |
| **Teacher Notes** |