

WORDS TO KNOW

figurative language

sensory detail

connotation

Lesson 15

DETERMINE FIGURATIVE AND
CONNOTATIVE MEANINGS RL.8.4

INTRODUCTION

Real-World Connection

PERSONAL CHALLENGES

Devon is reading a comic book about his favorite superheroine, Lunar Linda. In the story, the main character encourages a boy who just lost a loved one. She calls him “bright” and “tranquil like a lake.” Her words make the boy feel better and inspire him to stay positive. At first, Devon does not understand why. The boy is not glowing like a light bulb. He does not look like a lake either.

Devon realizes that Lunar Linda is using *figurative language*. She does not actually mean that the boy is glowing. Likewise, she is not saying that his calm personality is an actual lake. Still, Devon is not sure exactly what Linda is trying to say. How can Devon determine what the heroine means by her figures of speech? We will practice the necessary skills in **Guided Instruction** and **Independent Practice** and revisit Devon and his comic book at the end of the lesson.

What I Am Going to Learn

- How to determine the literal and symbolic meaning of words in a text based on context
- How to interpret the impact of word choices on the meaning and tone of a text

What I May Already Know RL.7.4

- I know how to use context clues to interpret the meaning of a word or phrase.
- I know how to explain how language in a text creates a particular tone.

TIPS AND TRICKS

Read a short story and circle as many examples of figurative language as you can. Pay attention not only to the meaning of a word, but to the undertone or feeling associated with it.



Vocabulary in Action

As you read, you will come across words that are used in a variety of ways.

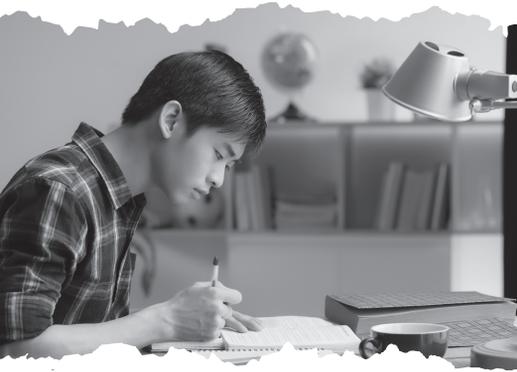
- **Figurative language** is a colorful or imaginative way of saying something. It does not express the common or literal meanings of the words. Instead, readers must interpret the meaning of figurative language based on context and popular usage. Here are some examples.

TYPE OF FIGURATIVE LANGUAGE	DEFINITION	EXAMPLE
Metaphor	A comparison between two unlike things	She was a <u>rock</u> , steady and strong in the face of change.
Simile	A comparison between two unlike things that uses the words <i>like</i> or <i>as</i> to show the relationship between ideas	The icicles <u>glinted like diamonds</u> in the morning sunlight.
Alliteration	A repetition of consonant sounds; used to highlight word sounds and underlying meaning	The <u>s</u> nake <u>s</u> iblings <u>s</u> lithered in <u>s</u> ecret through the <u>s</u> hadowy <u>s</u> ewer.
Personification	Giving human characteristics to something that is not human	The wind <u>howled angrily</u> , <u>knocking everything down</u> in its way.
Allusion	A reference to classic literature, mythology, or historical figures and events	He moaned that cleaning his room was a <u>Herculean effort</u> that would take <u>all day</u> .

THINK ABOUT IT

Unlike similes, metaphors equate two different things, rather than merely comparing them. This is why metaphors do not use connecting words such as *like* or *as*.

- **Sensory details** are words and phrases that add richness to a text by appealing to our five senses. Authors often use sensory details to make figurative comparisons to things experienced through one or more of the senses. They also use sensory details to suggest certain feelings or emotions.
- **Connotation** is the idea or feeling connected to a word. By recognizing the connotative meanings of words, you can better identify the ideas or feelings an author wants to express. The connotation of a word can be positive or negative, depending on the feelings the reader associates with it.



GUIDED INSTRUCTION

Read this story. Try to identify its figurative language and what it means.

A Mountain of Work

Dre groaned as he looked at the long list of assignments he had to complete before Friday. On top of his regular homework, he had two reports and a presentation to finish. How would he ever finish this mountain of work?

“You should start small,” his father told him. “Try to pick a few things you can focus on each day, and when you finish something, take a short break as a reward.”

After dinner that night, Dre holed himself up in his room and began working down the list. He realized that some assignments would not take him that long to finish, so he knocked those out of the way before moving on to his reports.

By the time he went to bed, Dre had completed outlines of both reports and had started brainstorming ideas for his presentation. Though he still had a lot of work ahead of him, he slept soundly knowing that he had already made progress.

▶ THINK ABOUT IT

Think about how this story uses figurative language to show how Dre feels.

What does the phrase “holed himself up in his room” suggest about Dre’s state of mind?

▶ HINT, HINT

Why does having a mountain of work bother Dre? What is it about mountains that makes Dre compare them to his homework?

Part A

What does the phrase mountain of work mean in paragraph 1?

- (A) Dre has a lot of assignments to finish.
- (B) Dre needs to write a report about nature.
- (C) Dre thinks that his assignments are too difficult.
- (D) Dre wants to make his presentation about different landscapes.

Part B

Underline two details in the text that best support the answer to Part A.

How Am I Doing?

What questions do you have?

Write an example of something you learned about the use of sensory details in a text.

How do you and your friends or family use figurative and connotative meanings of words in your everyday conversations? Do you have a favorite example of figurative language?

SKETCH IT

In the margin below, draw an example of something you learned about the use of sensory details in a text. Consider the figurative language used in the passage on the previous page.

Color in the traffic signal that shows how you are doing with the skill.



INDEPENDENT PRACTICE

Read the story. Then answer the questions that follow.

Speak Up

Genre: Short Story



- 1 Hiro diligently took notes as Mr. Lopez lectured, “Foil characters are opposites of one another. Shakespeare uses foils to highlight the differences between characters.” His voice was animated, and it was easy to tell he loved all things Shakespearean. The board was filled with silly stick-figure drawings labeled with the names of characters from *Romeo and Juliet*. Mr. Lopez always created peculiar illustrations and videos to keep his students engaged.
- 2 While Hiro thought the drawings were a bit juvenile for someone his teacher’s age, he still appreciated the effort, especially because the drawings made him laugh. Mr. Lopez pointed to the Benvolio figure as he continued, “So if Benvolio is Mr. Nice-Guy peacekeeper, constantly attempting to quell a fight, who would be his foil character? In other words, which character has a chaotic nature, and thus constantly causing trouble?”
- 3 The class was silent, and no one raised their hand or offered a comment. Mr. Lopez tried to coax the class to comment. “Come on, surely you have some ideas! Remember there is no right and wrong when it comes to literary analysis, only ideas that are well supported by the text and ideas that are weakly supported by the text. Well, if no one is going to raise a hand, I’ll have to call on someone.”
- 4 Hiro immediately looked down; he despised talking in class and did not want to make the fatal mistake of making eye contact with Mr. Lopez. The funny thing was Hiro thought he had a pretty good answer to the question. His favorite character, Tybalt, was incredibly aggressive, always looking for a fight. Hiro even had a quote from the play to support his answer, since he already memorized all of Tybalt’s lines. He thought that Tybalt’s line, “What, drawn, and talk of peace! I hate the word. . .” would be a perfect example to support Tybalt as Benvolio’s foil. Despite knowing the answer, Hiro kept his eyes down, shrunk into his seat and desperately tried to will Mr. Lopez to call on anyone but him.
- 5 “Hiro, how about you! What are your thoughts on this?”
- 6 *Nice!* thought Hiro, *Lucky me! Thirty-three other students and I get called on. Just great!* Hiro tried to tell Mr. Lopez his ideas, but his words lumped up like a wad of gum stuck in his throat, and all he could do was shrug and whisper, “Tybalt.”
- 7 “Speak up, Hiro,” requested Mr. Lopez, but Hiro could not speak any louder; he shrugged until Mr. Lopez moved on to another student. Hiro

drawn, and talk of peace! I hate the word. . .” Hiro soaked in everyone’s reaction, his classmates’ surprised eyes, and Mr. Lopez’s proud smile, and then, with an unstoppable smile, Hiro took his seat.

- 16 Turns out, speaking in front of the class wasn’t so bad, thanks to Tybalt.

TIPS AND TRICKS

The word animated has a literal and figurative meaning. Reread paragraph 1 to help you figure out which meaning is used.

1. Part A

Based on the contents, what is the meaning of the word animated in paragraph 1?

- (A) Mr. Lopez is speaking loudly.
- (B) Mr. Lopez sounds passionate.
- (C) Mr. Lopez is speaking quickly.
- (D) Mr. Lopez sounds like a cartoon.

Part B

Underline a detail from paragraph 1 that best supports the answer to Part A.

2. Read this sentence from paragraph 4.

Hiro kept his eyes down, shrunk into his seat and desperately tried to will Mr. Lopez to call on anyone but him.

What does the phrase shrunk into his seat reveal about Hiro’s feelings?

- (A) He is relaxing at his desk because he is tired and about to fall asleep.
- (B) He is eager to share his ideas because he knows that he has a good answer.
- (C) He is trying to make himself hidden because he is afraid of answering the question.
- (D) He is trying to make himself unnoticeable because he wants to give others a chance in class.

3. Explain the meaning of the phrase time sped by at warp speed in paragraph 11.

4. Part A

What is the connotation of the phrase glued to his desk in paragraph 14?

- (A) Very wet (B) Very messy
 (C) Permanently stuck (D) Extremely interested

Part B

Which detail from paragraph 14 best supports the answer to Part A?

- (A) “he was physically unable to get up”
 (B) “his stomach settled back down.”
 (C) “That thought was the catapult he needed.”
 (D) “Hiro raised his hand, and Mr. Lopez called on him.”

5. Read this sentence from paragraph 15.

“Hiro soaked in everyone’s reaction.”

Explain the connotation and figurative meaning of the phrase soaked in as it is used in the sentence.

◀ TIPS AND TRICKS

Remember that connotation refers to the emotions or feelings connected to a word.

EXIT TICKET

RL.8.4

Now that you have mastered the art of determining figurative and connotative meanings, let's revisit the Real-World Connection.

Imagine you are helping Devon analyze the figurative language used in his Lunar Linda comic book. Recall what you have learned about interpreting the meaning of figurative language and connotations based on context. Then, complete the chart below by identifying each type of figurative language, as well as its meaning and positive or negative connotation.

EXAMPLE	TYPE OF FIGURATIVE LANGUAGE	MEANING	CONNOTATION
"You are a <u>bright boy</u> , Nathan; extremely clever for your age."			
"In the face of tragedy, you remain <u>tranquil like a lake</u> ."			
"Sometimes this <u>cruel world will rob you of your courage</u> , but never give up!"			