



Strategic Instruction in Grade 9-10 Literature: Analyzing Figurative Language Module

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Specifically designed to target the following Common Core English Language Arts Standards for Reading Literature:

CCSS.ELA-LITERACY.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings: analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Can also be used when teaching...

CCSS.ELA-LITERACY.W.9-10.2 (Expository writing)

CCSS.ELA-LITERACY.W.9-10.3 (Narrative writing)

CCSS.ELA-LITERACY.SL.9-10.1 (Listening & Speaking: working collaboratively)

CCSS.ELA-LITERACY.SL.9-10.2 (Listening & Speaking: integrating multiple sources of information)

This module features three **Tier 1 Stratagems** and two **Tier 2 Stratagems**, each focusing on the authors' use of figurative language as literary devices. Each Stratagem includes ready-to-use DVT Power Point slides, DVT fillable PDF forms, DVT rubrics, and lesson plans, as well as samples of how teachers have used them.

Tier 1 Stratagems

I Spy Mood



Features analysis of the meanings of words and phrases that convey mood, resulting in an effective explanation of the author's use of mood as a literary device.

I Spy Imagery



Features analysis of the meanings of words and phrases that convey imagery, resulting in an effective explanation of the author's use of imagery as a literary device.

I Spy Idioms



Features analysis of the meanings of words and phrases used as idioms.

Tier 2 Stratagems

Mood Basics



Used for developing understanding of how and why mood is used as a literary device and the figurative language authors use to convey three types of mood.

Imagery Basics



Used for developing an understanding of the purposes of imagery, the ability to recognize different forms of imagery, and the ability to compose sentences that utilize different forms.

See sample DVTs from this module on the following pages

Mood literary device

MOOD is referred to as *atmosphere* because it creates an emotional setting for the reader. Mood is established in order to affect the reader emotionally and psychologically and to provide a feeling for the narrative.



Ways authors establish mood...

SETTING or physical location is used to create a background for the story. Different settings can color the mood. (the desert may generate a mood of solitude or desolation)

TONE or the attitude of the narrator can generate mood. (the reader sees through the narrator's lens and feels what the narrator feels)

DICTION or the choice and style of words the writer uses. (For the moon never beams without bringing me dreams And the stars never rise , but I feel the bright eyes..)

TITLE of literary work: **The Monkey's Paw**

Examples from the story

Mood type... TONE SETTING DICTION

"The first man had his three wishes, yes," was the reply. "I don't know what the first two were, but the third was for death. That's how I got the paw."

Happy Doom Tense Mysterious Gloomy Thrilling Adventurous Scary Hopeful Lonely Amusing

How mood enhanced some aspect of the literary work

The tone the author uses in this dialogue from Sergeant-Major Morris really elevates the mystery and tension. He has the undivided attention of the Whites as he solemnly and dramatically delivers this information about the monkey's paw.

Mood type... TONE Setting Diction

In the brightness of the wintry sun next morning at it streamed over the breakfast table, Herbert laughed at his fears.

Happy Doom Tense Mysterious Gloomy Thrilling Adventurous Scary Hopeful Lonely Amusing

The setting of the bright, cheerful sun is an extreme contrast to the night before when there was an air of mystery and eeriness. The Whites are laughing at their credulity of spells, wishes, and a talisman. The breakfast routine of another day puts the Whites back into their typical mood of ordinary living. A

Mood type... TONE Setting Diction

The dirty, shriveled little paw was pitched on the sideboard with a carelessness which betokened no great belief in its virtues.

Happy Doom Tense Mysterious Gloomy Thrilling Unconcerned Scary Hopeful Lonely Amusing

W.W. Jacobs' diction not only provides the reader with a clear visual but enhances the mood of complete unconcern of the events from the night before. His eloquent word choice casts a foreshadowing that something unexpected is about to occur.

LIFE AS A TEENAGER: Using techniques of mood, describe some aspect of your life as a teenager.

Last summer my 8th grade "Singout of America" group went on a camping retreat near the Finley River in the Ozarks. It turned out to be a far more eventful and frightening experience than any of us dreamed. (tone) After a fun day of swimming, canoeing, and hiking, all group members prepared for the evening. I volunteered to make the camp stew. Sherry decided to gather wood, John found stones to encircle the fire, and so on. It was an industrious, but happy scene with lots of teasing chatter, joking, and frivolity. (setting) In an instant everything changed when we heard a loud, blood-curdling scream from the direction of the woods. Allen, with a wide-eyed look of terror came into view running as swiftly as a deer trying to escape a hunter. (diction)"Sherry has been bitten by a copperhead!" he screamed at Mrs. Walker, our sponsor. Our group spent the night in the ER while Sherry received anti-venom treatment. That ended our desire for another campout.

I Spy Imagery

Word or phrase that uses description to create pictures or images that can appeal to the reader's that appeals to the senses.

SIMILES compare one thing with another & use the words 'like' or 'as' (*Bo's mind is like a steel trap. She was pretty as a flower.*)

METAPHORS compare one thing to another by stating directly that one this IS another (*The world is a stage. The man was a monster.*)

VIVID WORDS or PHASES that make the image distinct (*The bird soared through the air. The car was thoroughly demolished.*)

PERSONIFICATION is attributing human characteristics to something not human. (*The dog said he wasn't ready. The barn sighed relief when the horse returned to his stall.*)



TITLE of literary work:

The Most Dangerous Game

Words or phrases used by author to create imagery

Imagery type... Simile Metaphor Vivid Words Personification

An apprehensive night crawled slowly by like a wounded snake

1

How the imagery enhanced some aspect of the literary work

Targets reader's sense of... Sight Hearing Smell Touch Taste Humor

You can "see" in your Mind's Eye Rainsford up there in that tree, terrified that Zaroff will find him. The way he wrote this creates a sense of tension

Imagery type... Simile Metaphor Vivid Words Personification

The cry was pinched off short as the blood warm waters of the Caribbean closed over his head

3

Targets reader's sense of... Sight Hearing Smell Touch Taste Humor

You can almost hear Rainsford's cry being cut off and feel the warm waters of the ocean as he goes under.

Imagery type... Simile Metaphor Vivid Words Personification

The Cossack was the cat; he was the mouse.

2

Targets reader's sense of... Sight Hearing Smell Touch Taste Humor

This metaphor is almost funny... but then, it makes you think what it's like to be the mouse.

IMAGERY literary device

Using multiple images in your paragraph, describe some aspect of your life as a teenager



LIFE AS A TEENAGER

My life has been like a three-ring circus. My Algebra class is one of the rings, and it is the lion act. Every time I ask a question, my ferocious teacher roars at me with a voice that could wake the dead. In the middle ring of my circus is the juggling act. I have football practice, chores, and homework almost every day to do, plus I have to babysit the monster. I call my little brother that because his screaming is like a tornado siren. The last ring of the circus is the clown act. Unlike the other two rings, when I'm in this one, it is as if all my troubles disappear. The clown act is where I laugh and have fun with friends and family. This seems to be the act that is suffering the most. In fact, this ring continues to get smaller. I do not see the point of managing the other two acts if I can't have this one. Think about it. Who would want to go to a circus that didn't have clowns?

Identify and explain the the image(s) you used in you paragraph

Imagery type... Simile Metaphor Vivid Words Personification
Targets reader's sense of... Sight Hearing Smell Touch Taste Humor

...like a three-ring circus
(simile → sense of sight)

My Algebra class is one of the rings
(metaphor → sense of sight)

...my ferocious teacher roars at me with a voice that could wake the dead.
(vivid words → sense of hearing & humor)

...I have to babysit the monster
(vivid words & metaphor → sense of humor)

...his screaming is like a tornado siren
(simile & vivid words → sense of hearing)

Who would want to go to a circus that didn't have clowns?
sense of humor → sight

I Spy Idioms

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).



Sample DVT from
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An idiom is a phrase that becomes adopted by language as a single word. The literal meaning of the phrase is very different from the idiom meaning. Without knowing the meaning of the idiom, the literal meaning of the idiom can seem out of place when used in a sentence.

<p>Word or Phrase</p> <p>At the crossroads</p> <p>-----</p> <p>Literal (real) meaning</p> <p>Where two roads cross each other</p>	<p>Idiom (different meaning)</p> <p>Time to make an important decision</p> <p>-----</p> <p>Sample Sentence</p> <p>John was at the crossroads about whether to play for the team or not</p>
<p>Word or Phrase</p> <p>Jump ship</p> <p>-----</p> <p>Literal (real) meaning</p> <p>Jump off a big boat</p>	<p>Idiom (different meaning)</p> <p>Leave a group because of a problem</p> <p>-----</p> <p>Sample Sentence</p> <p>Mary didn't like what her team was planning to do, so she knew it was time to jump ship.</p>
<p>Word or Phrase</p> <p>Make tracks</p> <p>-----</p> <p>Literal (real) meaning</p> <p>Walk in the snow or dirt and leaves tracks behind</p>	<p>Idiom (different meaning)</p> <p>Leave</p> <p>-----</p> <p>Sample Sentence</p> <p>Sujata knew it was time to make tracks so she could get home on time.</p>
<p>Word or Phrase</p> <p>Last ditch</p> <p>-----</p> <p>Literal (real) meaning</p> <p>Very last ditch you come to</p>	<p>Idiom (different meaning)</p> <p>Last try to do something really hard</p> <p>-----</p> <p>Sample Sentence</p> <p>He made a last ditch effort finish the project on time.</p>
<p>Word or Phrase</p> <p>Play by ear</p> <p>-----</p> <p>Literal (real) meaning</p> <p>Use your ear to play a song or tune</p>	<p>Idiom (different meaning)</p> <p>To improvise instead of making plans ahead of time</p> <p>-----</p> <p>Sample Sentence</p> <p>Jane decided to play it by ear about what to say about the problem when meeting with Bill.</p>

MOOD Basics pg. 1

Authors use MOOD to establish an atmosphere that creates particular emotions in the reader. There are three techniques that are utilized by authors to create MOOD.



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SETTING can create MOOD by description that appeals to our senses to make us feel a particular emotion.

TONE can create MOOD because the author/narrator expresses his attitude about the subject which guides the reader's emotions.

Diction can create MOOD when the author uses poetic or colloquial language that creates the desired emotional response in the reader.

Use the MOOD MAN Diagram to assist you.

Part 1: Analyze the phrases below and indicate the correct type of MOOD.

NOTE: Some reflect more than one type of MOOD.

S = Setting T = Tone D = Diction

S 1. It was a cold and wet night with brutal winds that caused the shutters to shake.

S 2. Day had broken cold and gray, exceedingly cold and gray on the Yukon trail .

T 3. I huddled in the corner clutching my blanket and shaking convulsively while I searched the room for the dangers that awaited me.

D 4. The laughing wind skipped through the village, teasing trees until they danced with anger.

S, D 5. It was a dull, dark, and soundless day in the autumn of the year, and the clouds hung oppressively low in the heavens.

T 6. With the first glimpse of the building, a sense of insufferable gloom pervaded my spirit..

S 7. The flower garden was stained with rotting brown magnolia petals and ironweeds grew rank amid the purple phlox.

D 8. The bat-black, snow-white belfries tugged by bishops and storks rang their tidings over the bandaged town..

T 9. Gently smiling, the mother tenderly tucked the covers up around the child's neck, and carefully, quietly, left the room.

T, D 10. There was an iciness, a sinking, a sickening of the heart—an unredeemed dreariness of thought which haunted me.

Part 2: Noted below are short, simple phrases. Convert them to phrases that convey types of MOOD and would create a particular emotion in the reader.

PHRASE	TYPE of MOOD	NEW SENTENCE WITH MOOD
<small>Example</small> country house	setting	<i>The log cabin surrounded by tall pines was warm and inviting to travelers</i>
A dead bird	tone	<i>Even death did not mar its grace, for it lay on the earth like a broken vase of red flowers, and we were awed by its beauty.</i>
A storm	setting	<i>The thunder exploded, and the raging winds tossed the small fishing boat around in the angry waves.</i>
lonely child	tone	<i>Veronica looked at the four walls with apprehensive wide eyes, wondering if anyone would care enough to remember she had not come home.</i>
A mystery	diction	<i>It was a mystery all insoluble; nor could I grapple with the shadowy fancies that crowded upon me.</i>
her voice	tone	<i>After all the sad times in her life, her joyful voice brought tears to Nathan's eyes.</i>
eyes	diction	<i>His eyes were bent fixedly before him, and throughout his whole countenance there reigned a stony rigidity.</i>
A hot day	setting	<i>The scorching July sun beat relentlessly down, casting an orange glare over the farm buildings.</i>
a fire	diction	<i>There was the fire, snapping and crackling and promising life with every dancing flame.</i>
a room	setting	<i>The morning tore through the dark curtain of night and threw its welcomed light into the room filled with the grieving family.</i>
animated girl	tone	<i>The exuberant toddler jumped up and down repeatedly while giggling with joy when she saw Santa.</i>

I Spy IMAGERY pg.2



Part 2: Noted below are some rather boring phrases. Covert them to phrases that convey strong images that appeal to one or more of the five senses.

BORING PHRASE	TYPE of IMAGERY	NEW SENTENCE WITH IMAGERY
<small>Example</small> Strong arms	simile	<i>Steve's muscular arms were as strong as massive, iron rods.</i>
Not enough time	metaphor	<i>Time was the enemy for Elizabeth because she had only an hour to complete a task that typically took three hours.</i>
A storm	vivid words	<i>The thunder exploded, and the raging winds tossed the small fishing boat around in the angry waves.</i>
Good memory	simile	<i>Veronica's incredibly accurate memory was like a computer.</i>
Race car	personification	<i>The wrecked race car sputtered, coughed, heaved a dying last breath and was still.</i>
Happy tone	metaphor	<i>After all the sad times in her life, her joyful voice was music to my ears.</i>
Unit test	vivid words	<i>As I read through the unit test, a warm glow of joy settled over me. I knew all of it!</i>
A hot day	simile	<i>The scorching July sun beat relentlessly down, casting an orange glare over the farm buildings.</i>
Bad smell	personification	<i>The overwhelming odor from the skunk gripped us with massive hands.</i>
Nice guy	metaphor	<i>John's kindness and support was a lighthouse leading me to a safe shore.</i>
Funny girl	vivid words	<i>The crowd laughed uproariously at the animated expressions of little Josie.</i>