ACROSS GENRES

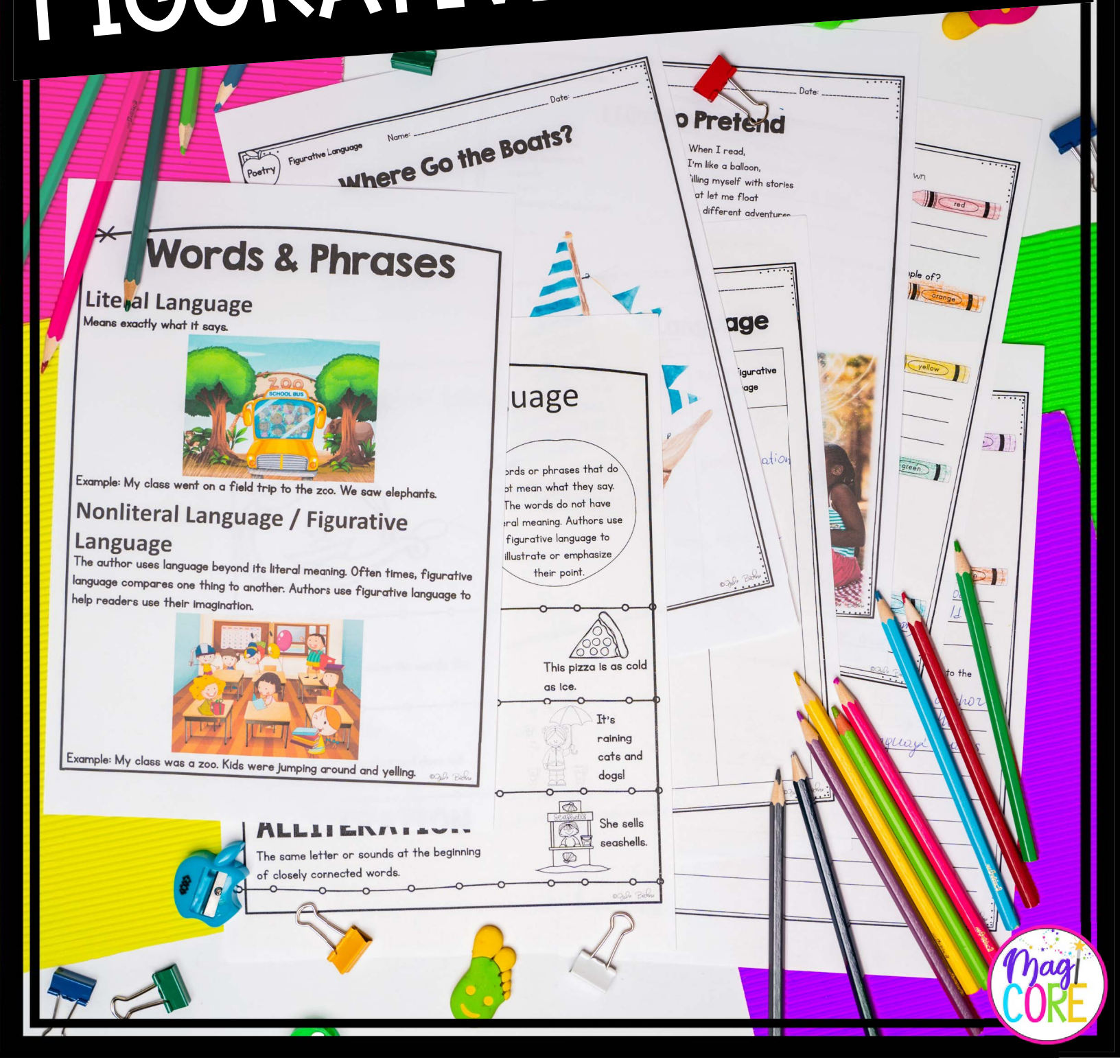
2ND GRADE

ELA.2.R.3.1

Florida B.E.S.T.

LEXILE

FIGURATIVE LANGUAGE



Language

the following questions. Underline the text evidence in the color shown.

red

is the author describing in the poem?

nselves when they read a book

ad the f

Idiom

Simile

Alliteral

Literal

. What is th

The pas

they ar

4. Read thes

What type

a. Idion

b. Simile

c. Allite

d. Liter

5. What is

The

saying

Poetry Figurative Language Name: Date:

Literal vs. Figurativ

Poetry Figurative Language Name:

Where Go

Da

rive

Gol

Green

On go

And ou

Away do

Away dou

Away down

A hundred m

more

Dark brown is the river,
Golden is the sand.
It flows along for ever,
With trees on either hand.

Green leaves a-floating,
Castles of the foam,
Boats of mine a-boatin
Where will all come hc

On goes the river,
And out past the
Away down the
Away down the

Away down
A hundred
Other lit
Shall br

Poetry Figurative Language Name: Date:

I Like to Pretend

I like to pretend
I'm an astronaut,
a pirate,
a fairy,
a famous football player.

I like to pretend
I've visited space,
searched for treasure,
flown through the woods,
scored a winning touchdown.

I like to pretend
I'm the hero,
the villain,
the funny sidekick,
the wise elder.

I like to pretend
the pretty pages packed
with poetic passages
are all about me.

I like to pretend
I'm living a book.
I'm breathing a book.
I'm becoming a book.

When I read,
I'm like a balloon,
filling myself with stories
that let me float
into different adventures.

Don't judge a book
by its cover.
Judge it by
who you are when
you finish it.



Figurative Language

Answer the following questions. Underline the text evidence in the color shown.

1. Write a sentence from the story that is literal language. red

Isaac put down his pencil, gave his sketch a final glance, then found his dad halfway under the family's car in the garage

2. Read this sentence from the story: orange

Isaac got to his feet with the metal piece in his hand and ran as fast as a cheetah toward his grandparents' house.

Which type of language is this an example of?

a. Idiom
b. Simile
c. Alliteration
d. Literal language

3. What does the phrase "as fast as a cheetah" illustra

It illustrates how fast he is runni

cheetahs are very fast animals

4. Read this sentence from the story:

When he reached his grandparents' house, thei

barked at him.

Which type of language is this an example of?

a. Idiom
b. Simile
c. Alliteration
d. Literal language

5. What is the author describing in the sentence ab

They are describing the bu

710L **Figurative Language** Name: _____ Date: _____

Distracted

"Isaac, come out here!" Dad called from the garage.

Isaac put down his pencil, gave his sketch a final glance, then found his dad halfway under the family's car in the garage. He crouched by his dad's legs, noting the grease on Dad's jeans. "Yeah, Dad?"



A small metal piece rolled out from the under the car, stopping at Isaac's knee. He picked it up, having no idea what it was. He liked to draw, not work on cars.

"Run over to Grandpa's and see if he has one of those," Dad said, right before his socket wrench clicked rapidly. "And hurry."

"Okay." Isaac got to his feet with the metal piece in his hand and ran as fast as a cheetah toward his grandparents' house.

When he reached his grandparents' house, their big, bumbling bulldog, Brutus, barked at him. The dog grabbed a stick in his mouth and dropped it at Isaac's feet, his wagging hopefully.

Isaac couldn't resist playing with Brutus. He picked up the stick they r over the yard. Isaac's two friends who lived across the street fr s grandp ts came over. The game got more intense with more players, and re Isaac it, Grandpa was on the front steps, his hands on his hips.

790L

Figurative Language

Name: _____ Date: _____

What Is a Journ



Journalists work for newspapers and mag
websites, radio stations, or television shows. It
going on in the world. They may give listeners
international events. Researching and intervie
traveling is involved. Some journalists take t
add to their reports, as well.

As a journalist, a person can focus
popular possibilities. All journalists have
well-developed writing skills, too. Journ
for different kinds of audiences. Part
eople to understand. A confident v

If you are interested in becc
mag is a great place to star
comfor with deadlines. You
your follow When you get c
an intern at a newspaper
many opportunitie ne fo
more listeners who cl

Figurative Language

Answer the following c

6. What type of lan
a. Idiom
b. Simile
c. Alliteratio
d. Literal la

7. What is the
The out
attract
thing

8. What
meanir
The
do
I

derline the text evidence in the color shown

ds are like a magnet"?

purple

Figurative Language

Answer the following questions. Underline the text evidence in the color shown.

1. Write a sentence from the text that is literal language.
Journalists work for newspapers and magazines

red

2. Read this sentence from the text:
It is their job to spill the beans about what is going on in the world.
Which type of language is this an example of?
a. Idiom
b. Simile
c. Alliteration
d. Literal language

orange

3. What does the author mean by "spill the beans"?
The author means tell everyone all the details

yellow

4. Read this sentence from the text:
Business, science, and politics are popular possibilities.
Which type of language is this an example of?
a. Idiom
b. Simile
c. Alliteration
d. Literal language

green

5. What is the author describing in the sentence above?
Different areas a journalist could focus

blue

©2021 Erika

WORDS & PHRASES IN POETRY

2nd grade

Table of Contents

*This product includes 12 stories and poems in the 2nd-3rd Florida B.E.S.T. Text Complexity Band.

- Anchor Charts/ Journal Pages
- Mentor Text: Where Go The Boats?
- **Original Poems Included:**

1. Rainstorm
2. I Like to Pretend
3. Secrets Unleashed

- **Original Stories Included:**

1. Movie Madness- 490L
2. The Lemonade Stand- 610L
3. Distracted- 710L

- **Nonfiction Passages Included:**

1. The History of Lacrosse- 640L
2. J.K. Rowling- 670L
3. Woodland Wreath- 700L
4. What Is a Journalist- 790L

- **Assessment Passages Included:**

1. This Is Your Life- (Poem)
2. The Best Medicine- 420L

ABOUT LEXILE LEVELS

MagiCore is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Florida B.E.S.T. standards use Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

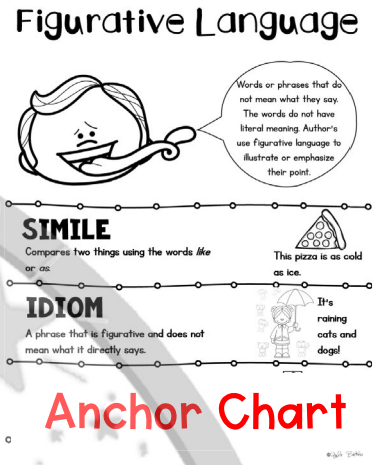
Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to research, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."

How to Use This Resource

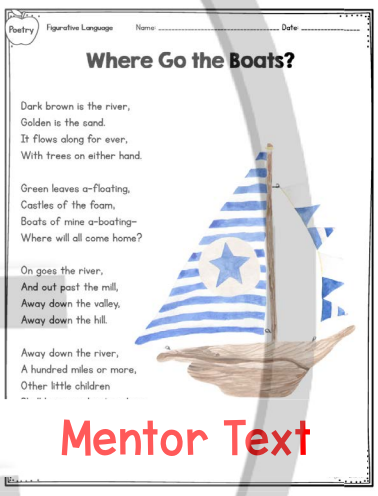
This resource was modified to fit the Florida B.E.S.T reading standards. It includes:

Anchor Charts: These anchor charts should be used to introduce the skills. You can make copies for student journals and create a large class-sized poster. Teachers should review anchor charts with students during each mini lesson. Students can refer to journal anchor charts while completing independent work.



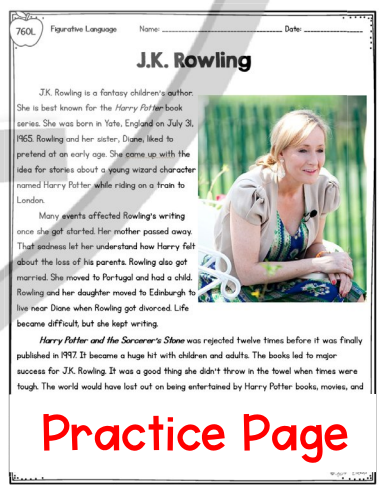
Anchor Chart

Mentor Text: Mentor texts are included for teachers to use to model the skill. Some of the mentor texts come directly from the Florida B.E.S.T standards mentor text recommendations for second grade. These texts tend to be longer and more complex than the intended Lexile grade range. For this reason, I have incorporated these recommended texts for teachers to use as read alouds, shared readings, and modeling. Mentor texts also include a guided response, such as a graphic organizer or questions.



Mentor Text

Practice Passages: These passages are Lexile leveled and include standards-based questions. These are designed to be used for guided practice, independent practice, and small groups. Please note, all passages will not be used in one unit. I provide extra so you can use them for later review.



Practice Page

Assessment: Two assessment passages are included. Both are intended to be used to form a complete assessment; however, some teachers choose to use the assessment passages separately in order to differentiate assessments.

How to Use This Resource

Here is the recommended lesson layout and schedule for this resource:

Day 1: Introduce the anchor charts to review the difference between literal and nonliteral language. Discuss the different types of figurative language students will be focusing on during this unit. Read aloud the Mentor Text "Where Go the Boats?" Model how to determine if language is literal or nonliteral. Discuss the purpose of each type of figurative language that you come across in the mentor text.

Day 2: Select a text in the mid-range of the text complexity band. Make the text and question set poster size or project the text and questions. Read the story as a class, and then work together to answer the questions.

Day 3: Students complete a passage and question set in partners. I recommend choosing a text in the mid-range of the text complexity band. Always review work as a class or in groups.

Day 4: Students complete a passage at the low range of the text complexity band independently. Be sure to review student work. If students did not get answers correct, ensure you make time to review with students independently or in small groups.

Day 5-6: Continue to assign increasingly more complex passages. Continue to assess and review work.

Day 7: By the end of the unit, most of your class should be showing mastery of the passages. This is the time to give the assessment. I recommend giving both assessment passages together, but you can also separate the passages and use the different levels to differentiate.

**Follow your students' lead. These lessons may take more or less time. Do not move on to subsequent lessons until your students are showing progress.*

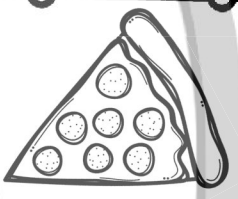
Figurative Language



Words or phrases that do not mean what they say. The words do not have literal meaning. Authors use figurative language to illustrate or emphasize their point.

SIMILE

Compares two things using the words *like* or *as*.



This pizza is as cold as ice.

IDIOM

A phrase that is figurative and does not mean what it directly says.



It's raining cats and dogs!

ALLITERATION

The same letter or sounds at the beginning of closely connected words.



She sells seashells.

©Julie Bochorse

Poetry Figurative Language Name: _____ Date: _____

Where Go the Boats?

Dark brown is the river,
Golden is the sand.
It flows along for ever,
With trees on either hand.

Green leaves a-floating,
Castles of the foam,
Boats of mine a-boating–
Where will all come home?

On goes the river,
And out past the mill,
Away down the valley,
Away down the hill.

Away down the river,
A hundred miles or more,
Other little children
Shall bring my boats ashore.



©Julie Bochorse

 Name: _____ Date: _____

Literal vs. Figurative Language

Examples of Literal Language	Examples of Figurative Language	Type of Figurative Language

©Julie Bochorso

Poetry Figurative Language Name: _____ Date: _____

Rainstorm



Big fat drops plopped
from the sky
as the rain fell
like a leaking faucet.

They kerplunked
on the roof.
They splattered
on the windows.

They threw themselves
here and there,
thudding and thumping
onto the thirsty land.

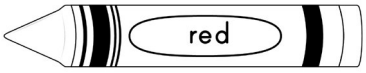
By the time those raindrops
called it a day,
they'd gotten everything
good and wet!

©Julie Bochorse

Figurative Language

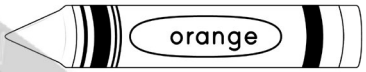
Answer the following questions. Underline the text evidence in the color shown.

1. What is the author describing in the poem?



2. Read these lines:

as the rain fell
like a leaking faucet.



What type of language are these lines an example of?

a. Idiom
b. Simile
c. Alliteration
d. Literal language

3. What is the author describing in the lines above?

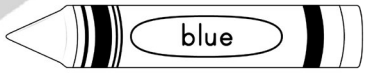


4. Read the third stanza. What type of language are these lines an example of?



a. Idiom
b. Simile
c. Alliteration
d. Literal language

5. What is the author describing in the lines above?



©Julie Bochorse

Terms of Use

How Can I Use This Resource?

Thank you for trusting MagiCore. Our mission is to create resources that support teachers and promote student success. Please note that this resource is licensed for use by a single teacher in a classroom setting. If you need to use this resource with more than one teacher and/or across multiple classrooms, additional licenses are available at a discount. You can purchase additional licenses by visiting your TPT "Purchases" page and then selecting "Download Additional Licenses" or by contacting me at julie@magicorelearning.com.



Good to Go

- Use this resource personally or with your own children.
- Use this resource in your own classroom with your students.
- Provide this resource to your students to use at your instruction.
- Print and/or copy for use in your own classroom.
- Provide printed pages to a substitute teacher with the sole purpose of instructing your students.
- Share with your students via a secure document portal or electronic learning platform that requires individual user verification and limits access to only the students in your own classroom (e.g. Google Classroom).
- Review this resource with others with the sole purpose of recommending it to others for purchase, provided you share one of the links below:

https://magicorelearning.com/

https://www.teacherspayteachers.com/Store/Magicore



Not O.K.

- Share with others to use personally.
- Share with others to use in another classroom.
- Print or copy any page(s) and distribute them to other teachers or other classrooms.
- Publish or host online in a manner where any of the material is accessible to anyone who is not a student in your own classroom., including but not limited to personal, classroom, or district websites that are accessible to the general public.
- Use this resource commercially (e.g. Outschool).
- Publish, sell, or otherwise distribute this product to anyone in manner inconsistent with these terms of use.

© Copyright 2019, 2021. All rights reserved. The unlicensed reproduction or distribution of this product is strictly prohibited. Permission is granted to the original purchaser or licensee to make copies to use with students and/or to assign to students digitally providing it is only available to students assigned directly to the purchaser. Placing this product in any manner that makes it accessible to the general public is strictly forbidden. Commercial use, including but not limited to online or in person classes, is prohibited. Contact julie@magicorelearning.com for commercial licensing information. Sharing without permission or hosting online in a public manner is a violation of the Digital Millennium Copyright Act (DMCA). These terms may be updated at any time. You can see the most up to date Terms of Use at https://magicorelearning.com/terms-of-use.

Let's Connect!

www.magicorelearning.com

https://www.teacherspayteachers.com/Store/Magicore

https://www.facebook.com/MagiCoreLearning/

https://www.instagram.com/commoncorekingdom

https://www.pinterest.com/cckingdom/pins/

Julie@commoncorekingdom.com

Looking for more?





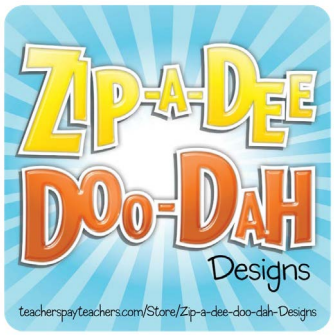
CREDITS

https://upload.wikimedia.org/wikipedia/commons/5/5d/J._K._Rowling_2010.jpg









http://www.teacherspayteachers.com/Store/Zip-a-dee-doo-dah-Designs









