3

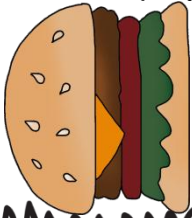# Common Core State Standards

Standard:

RL.3.4

Grade 3

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Common Core State Standards

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Standard: English Language Arts | Reading: Literature | RL.3.4
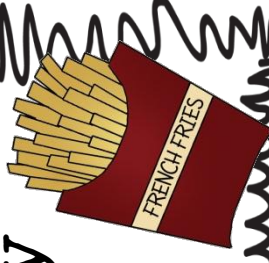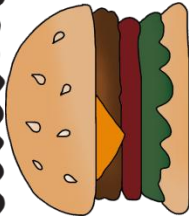
WHAT DOES IT MEAN?!

Directions:

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

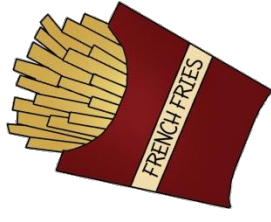Students read "Ravenous" and use the graphic organizer to determine the meaning of words and phrases.

To continue practicing, students will use the graphic organizer as they read any text.

FRENCH FRIES

Ravenous
By Andrew Frinkle

Three hungry boys stood beside their mother and stared at the fast food menu.

"I'm so hungry, that I could eat a horse!" Rob said.

"I'm so hungry, that I could eat a whale!" Steve said.

"I'm so hungry, that I could eat the Empire State Building." Tim said.

The three brothers were whining about how hungry they were to their mother, who looked worriedly at her wallet. It was lunch time, and she was afraid that she wouldn't have enough money to feed her boys, who were always hungry. They were like wolves, she liked to say. They could eat her out of house and home. Even when they finally got full, it never lasted long.

"Boys, I only have twenty dollars. That's not much, so we'll get what we can, but it might not be much. It will have to last until we get home for dinner."

Rob groaned. "That's it?"

Tim sighed, but Steve had a plan. "Guys, let's look at the menu and figure out the cheapest things that give us the most food!"

"That's a great idea." Mom smiled. Her boys would find a way to fill their bellies as much as possible with the money they had.

"I can do without a drink. There's water in the car." Rob said.

Steve nodded. He liked that idea. Less drinks and more food. "I could wait, too."

"I'll get one and you guys can sip off it if you need to." Tim suggested.

"Onion rings and curly fries are more expensive than regular fries." Rob realized, reading the menu prices. "If we share a couple large fries, it's a better deal than each getting our own, too."

"The hamburgers are cheaper than cheeseburgers. Cheese tastes good, but it's an extra 30 cents on each!" Steve pointed out.

"But I love cheese." Tim whined.

"Check the dollar menu stuff. I think we can get four chicken sandwiches, four burgers, two large fries, and one drink with the money we have."

"I need my 2-for-1 apple pies!" Mom called out.

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Name: _____

Word/phrase	What I think it means	What it actually means	Was it close? Yes or No
I could eat a horse			
Worriedly			
They could eat her out of house and home			
cheapest			
expensive			
ravenous			

Name: _____

Word/phrase	What I think it means	What it actually means	Was it close? Yes or No

Reading Nonliteral Language

Directions: Read the story provided. Find examples of nonliteral, or figurative, language used within the story. Write the examples, then rewrite them in literal language. Make sure the meaning stays the same.

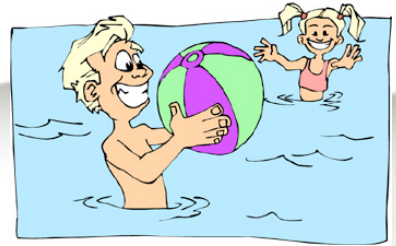Story Title_____

Author: _____

Examples of Nonliteral Language	**Examples Rewritten in Literal Language**

Name: _____

Percy and Sally

Directions: Read the passage below about Percy and Sally. Identify the examples of nonliteral language, {such as metaphors, similes, personification, and onomatopoeia}, and write them below.

Percy and his sister, Sally, were bored out of their minds because the weatherman said it was going to rain cats and dogs. The sky turned as black as coal, and the wind whistled. But after that crazy storm, it was as dry as a bone. So Percy and Sally swam in the pool. While they were swimming, the ladder fell and Percy had to reach over and pick it up. "You are as strong as an ox," said Sally.   Percy just winked, cool as a cucumber.   Sally was a fish in the water, swimming all day. Splash, splash, splash. Percy sat on the grass and began to build a rock tower and was as busy as a bee.   A gentle breeze came and the flowers danced in the wind. It was a perfect summer day.

Write the examples of nonliteral language below.

Name:_____ **Date:** _____

Directions: Read the story provided. Find examples of nonliteral, or figurative, language used within the story. Write the examples, then, rewrite them in literal language. Make sure the meaning stays the same.

Assessment

Title:_____

Author:_____

Examples of Nonliteral Language	Examples Rewritten in Literal Language
	→
	→
	→
	→

Write your own example of figurative language and its literal counterpart.

_____

_____