

figurative language goals

figurative language goals are essential components in both teaching and learning environments, particularly in language arts and literature studies. These goals focus on helping students and writers understand, recognize, and effectively use various types of figurative language to enhance communication, creativity, and comprehension. By mastering figurative language, learners can express ideas more vividly and persuasively, enriching their reading and writing experiences. This article explores the primary figurative language goals, including understanding key figures of speech, improving interpretive skills, and applying figurative techniques in writing. Additionally, it outlines strategies for educators to implement these goals effectively in curricula to foster critical thinking and literary appreciation. The discussion also covers common challenges associated with figurative language learning and methods to overcome them. Below is a detailed overview of the main topics covered in this article.

- Understanding Figurative Language
- Key Figurative Language Goals in Education
- Strategies to Achieve Figurative Language Goals
- Common Challenges and Solutions
- Assessing Progress Toward Figurative Language Goals

Understanding Figurative Language

Figurative language refers to expressions that convey meaning beyond the literal interpretation of words. It includes a wide range of literary devices such as similes, metaphors, personification, hyperbole, and symbolism. The primary purpose of figurative language is to create imagery, evoke emotions, and provide a deeper understanding of concepts by comparing or associating ideas in imaginative ways. Grasping the nature and function of figurative language is foundational to achieving any figurative language goals. It enables learners to decode complex texts and appreciate nuanced writing styles across genres.

The Importance of Figurative Language

Figurative language enriches communication by making descriptions more vivid and expressive. It plays a crucial role in poetry, prose, and everyday language, helping writers and speakers connect with their audiences emotionally and intellectually. Understanding figurative language fosters critical reading skills, allowing individuals to interpret symbolic meanings and thematic elements in texts. Furthermore, it enhances creative writing by enabling the use of imaginative comparisons and stylistic devices that engage readers.

Common Types of Figurative Language

Recognizing various types of figurative language is a fundamental step toward meeting figurative language goals. Some frequently used forms include:

- **Simile:** A comparison using "like" or "as" (e.g., "as brave as a lion").
- **Metaphor:** A direct comparison without using "like" or "as" (e.g., "time is a thief").
- **Personification:** Giving human traits to non-human things (e.g., "the wind whispered").

- **Hyperbole:** An exaggerated statement for effect (e.g., "I'm so hungry I could eat a horse").
- **Symbolism:** Using symbols to represent ideas or qualities (e.g., a dove representing peace).

Key Figurative Language Goals in Education

Setting clear figurative language goals is critical in educational settings to ensure that students develop both comprehension and application skills. These goals guide instruction and assessment in literature and language arts classrooms. The objectives typically focus on three main areas: recognition, interpretation, and usage of figurative language. Accomplishing these goals supports literacy development and enhances students' analytical and creative capabilities.

Recognition of Figurative Language

A primary educational goal is to enable learners to identify figurative language in texts accurately. This skill involves distinguishing literal from non-literal language and recognizing various figures of speech. Mastery of this goal improves reading comprehension by helping students understand the author's intent and the emotional or thematic layers embedded in the writing.

Interpretation and Analysis

Beyond identification, interpreting figurative language involves analyzing its meaning and effect within a text. Students learn to explain how figurative expressions contribute to tone, mood, and theme. This analytical ability deepens literary understanding and enhances critical thinking skills, which are essential for academic success in language arts.

Effective Use in Writing

Another vital goal is to cultivate the ability to use figurative language creatively and appropriately in writing. This objective encourages students to experiment with similes, metaphors, and other figures of speech to make their writing more engaging and vivid. It also promotes stylistic awareness and helps develop a distinctive voice.

Strategies to Achieve Figurative Language Goals

Implementing effective strategies is necessary to meet figurative language goals successfully. Instructional approaches should be diverse and interactive to cater to different learning styles and to reinforce understanding. These strategies often incorporate direct teaching, modeling, practice, and feedback.

Explicit Instruction and Examples

Directly teaching the definitions and functions of various figurative language devices is fundamental. Providing clear examples from literature and everyday language helps students grasp abstract concepts. Teachers can use annotated texts and guided reading sessions to highlight figurative language in context.

Interactive Activities and Practice

Engaging students through activities such as identifying figurative language in poems, creating similes and metaphors, or rewriting literal sentences with figurative expressions enhances retention and application. Group discussions and peer reviews also foster deeper comprehension and collaborative learning.

Use of Visual and Multimedia Tools

Incorporating visual aids, such as graphic organizers and imagery, supports learners in making connections between figurative language and its meanings. Multimedia resources like videos and interactive software can provide dynamic examples and reinforce learning outside the traditional classroom setting.

Common Challenges and Solutions

Despite its benefits, teaching and learning figurative language can present challenges. These difficulties include abstractness, cultural differences, and limited vocabulary. Addressing these obstacles requires targeted strategies to ensure all learners achieve figurative language goals.

Abstract Nature of Figurative Language

Figurative expressions often involve abstract thinking, which can be difficult for some learners to grasp. To overcome this, educators should provide concrete examples and relate figurative language to students' experiences. Scaffolded instruction that gradually increases complexity can also be effective.

Cultural and Contextual Variations

Figurative language sometimes relies on cultural references or idiomatic expressions that may not be universally understood. Teachers should clarify these references and offer culturally relevant examples to make figurative language accessible to diverse learners.

Vocabulary Limitations

A limited vocabulary can hinder both the recognition and use of figurative language. Building a strong vocabulary foundation through reading and targeted exercises supports students in mastering figurative

language goals. Repetition and varied exposure are key to vocabulary acquisition.

Assessing Progress Toward Figurative Language Goals

Assessment is crucial to measure the attainment of figurative language goals and to guide further instruction. Effective assessment practices combine formative and summative methods to evaluate recognition, interpretation, and usage skills.

Formative Assessments

Formative assessments such as quizzes, class discussions, and writing assignments provide ongoing feedback. These assessments help identify areas of strength and weakness, allowing for timely interventions and support.

Summative Assessments

Summative assessments, including tests and projects, evaluate cumulative understanding of figurative language concepts. These evaluations often require students to analyze texts for figurative language or produce original writing that incorporates figurative devices.

Performance-Based Assessments

Creative assignments like poetry composition, storytelling, or presentations enable students to demonstrate their figurative language skills in authentic contexts. These assessments encourage higher-order thinking and creativity while providing a comprehensive measure of learning outcomes.

Additional Considerations for Figurative Language Goals

To maximize the impact of figurative language instruction, educators should consider integrating cross-curricular connections, technology, and differentiated instruction. These approaches support diverse learners and promote sustained engagement with figurative language concepts.

Cross-Curricular Integration

Incorporating figurative language goals into subjects such as social studies, science, and art enriches learning experiences and highlights the relevance of figurative language beyond language arts. This integration fosters interdisciplinary skills and contextual understanding.

Technology-Enhanced Learning

Digital platforms and educational apps offer interactive and personalized opportunities to practice figurative language. These tools can adapt to individual learner needs and provide immediate feedback, facilitating more effective skill development.

Differentiated Instruction

Adapting teaching methods and materials to accommodate varying proficiency levels ensures that all students can achieve figurative language goals. Differentiation may involve modified assignments, targeted scaffolding, or enrichment activities for advanced learners.

Frequently Asked Questions

What are common goals when teaching figurative language?

Common goals include helping students recognize and interpret various types of figurative language, such as metaphors, similes, personification, and idioms, to enhance reading comprehension and creative writing skills.

How can figurative language goals improve students' writing abilities?

By mastering figurative language, students can make their writing more vivid and engaging, express complex ideas creatively, and develop a stronger voice and style in their written work.

What strategies can educators use to set effective figurative language goals?

Educators can set clear, measurable objectives such as identifying figurative expressions in texts, explaining their meanings, and using figurative language appropriately in original writing assignments.

Why is it important to include figurative language goals in language arts curricula?

Including these goals helps students deepen their understanding of language nuances, improves their interpretive skills, and fosters appreciation for literary devices, which are essential for higher-level reading and critical thinking.

How can technology support achieving figurative language goals?

Technology tools like interactive games, digital storytelling apps, and online quizzes can provide engaging practice opportunities, immediate feedback, and diverse examples that reinforce figurative language concepts.

What assessment methods are effective for measuring progress toward

figurative language goals?

Effective assessments include quizzes on identifying figurative language, writing assignments incorporating figurative devices, oral presentations explaining figurative expressions, and peer reviews to evaluate understanding and usage.

Additional Resources

1. *Figurative Language: Understanding and Using Metaphors, Similes, and More*

This book offers a comprehensive guide to the most common types of figurative language, including metaphors, similes, personification, and hyperbole. It provides clear definitions, examples, and exercises designed to help readers recognize and use figurative language effectively. Ideal for students and educators, it enhances both reading comprehension and creative writing skills.

2. *The Power of Imagery: Exploring Figurative Language in Poetry and Prose*

Focusing on imagery, this book delves into how figurative language creates vivid pictures in the reader's mind. It analyzes examples from poetry and prose, illustrating how authors use figurative techniques to evoke emotions and deepen meaning. The book includes activities that encourage readers to experiment with imagery in their own writing.

3. *Mastering Metaphors: A Guide to Creative Expression*

This engaging guide helps readers understand the art of metaphor and its role in creative writing. Through detailed explanations and practical exercises, it teaches how to craft original metaphors that enhance storytelling and communication. Suitable for writers of all levels, the book promotes imaginative thinking and language play.

4. *Similes and Beyond: Enhancing Writing with Figurative Language*

Designed to expand a writer's toolkit, this book focuses on similes and other figurative devices that add color and clarity to writing. It explores their function and impact, providing tips for integrating them naturally into various writing styles. Readers will find numerous examples and prompts to practice these techniques.

5. Figurative Language in Literature: A Student's Guide

This educational resource introduces students to the use of figurative language across different genres. It explains how figurative devices contribute to theme, tone, and character development. With quizzes and discussion questions, it supports classroom learning and individual study.

6. Personification and Symbolism: Unlocking Hidden Meanings

Focusing on personification and symbolism, this book reveals how writers imbue objects and ideas with life and deeper significance. It covers interpretation strategies and writing exercises that foster analytical skills and creative expression. Readers learn to appreciate subtle nuances in texts and enhance their own writing.

7. Hyperbole and Irony: Tools for Humor and Emphasis

This title explores how exaggeration and irony function as powerful rhetorical tools. It explains their use in humor, satire, and persuasive writing, providing examples from literature and everyday speech. The book encourages readers to experiment with these devices to add flair and impact to their communication.

8. Figurative Language for ESL Learners: Building Fluency and Confidence

Targeted at English language learners, this book simplifies figurative language concepts and offers practice tailored to non-native speakers. It includes culturally relevant examples and interactive exercises to improve understanding and usage. The resource supports language acquisition and helps learners sound more natural in English.

9. Creative Writing with Figurative Language: Techniques and Inspiration

This inspiring book guides writers through the process of incorporating figurative language into their creative work. It covers a variety of devices and offers prompts to spark imagination and originality. Aimed at aspiring authors, it fosters expressive and vivid storytelling skills.

Figurative Language Goals

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Unleashing the Power of Figurative Language: Goals, Techniques, and Applications

This ebook delves into the multifaceted world of figurative language, exploring its crucial role in enhancing communication, boosting engagement, and achieving specific rhetorical goals across diverse contexts, from creative writing to marketing and public speaking. We will examine its impact on memory retention, emotional connection, and persuasive power, supported by current research and practical strategies.

Ebook Title: Mastering Figurative Language: Achieving Your Communication Goals

Contents Outline:

Introduction: Defining Figurative Language and its Importance

Chapter 1: Types of Figurative Language and Their Effects: Metaphor, Simile, Personification, etc.

Chapter 2: Strategic Use of Figurative Language for Different Goals: Persuasion, Emotional Engagement, Clarity, and Memorability

Chapter 3: Crafting Effective Figurative Language: Techniques and Best Practices

Chapter 4: Avoiding Common Pitfalls and Misuses of Figurative Language: Clichés, Mixed Metaphors, etc.

Chapter 5: Analyzing Figurative Language in Action: Case Studies and Examples

Chapter 6: Figurative Language in Different Contexts: Creative Writing, Marketing, Public Speaking, etc.

Chapter 7: Figurative Language and Cognitive Science: Impact on Memory and Understanding

Conclusion: Harnessing the Power of Figurative Language for Lasting Impact

Detailed Explanation of Outline Points:

Introduction: This section will define figurative language, differentiating it from literal language, and highlighting its significance in enriching communication and achieving persuasive aims. We will establish the importance of understanding its nuances for effective communication across various platforms.

Chapter 1: Types of Figurative Language and Their Effects: This chapter will systematically explore various types of figurative language – metaphor, simile, personification, hyperbole, metonymy, synecdoche, irony, and others – analyzing their unique effects on the reader or listener. Each type will be defined with clear examples.

Chapter 2: Strategic Use of Figurative Language for Different Goals: This chapter will focus on the practical application of figurative language. We will examine how specific figures of speech can be used strategically to achieve different goals, such as persuasion (using metaphors to create powerful arguments), emotional engagement (employing personification to evoke empathy), clarity (using

similes to explain complex ideas), and memorability (using vivid imagery to create lasting impressions). Recent research on the persuasive power of metaphors will be discussed.

Chapter 3: Crafting Effective Figurative Language: Techniques and Best Practices: This chapter provides practical advice on how to create effective figurative language. We will explore techniques such as using concrete and sensory details, creating unexpected comparisons, and maintaining consistency in tone and style. Examples of well-crafted figurative language from literature and advertising will be analyzed.

Chapter 4: Avoiding Common Pitfalls and Misuses of Figurative Language: This chapter addresses common mistakes, like clichés, mixed metaphors, and overused figures of speech. We will discuss how to avoid these pitfalls and ensure that your use of figurative language is fresh, original, and effective. Strategies for originality and avoiding predictability will be outlined.

Chapter 5: Analyzing Figurative Language in Action: Case Studies and Examples: This chapter will delve into specific examples of figurative language from various sources, including literature, advertising, and political speeches. We will analyze how these examples achieve their intended effects and learn from successful applications. Case studies from recent marketing campaigns will be included.

Chapter 6: Figurative Language in Different Contexts: This chapter will explore the use of figurative language in diverse contexts, such as creative writing (poetry, fiction, drama), marketing and advertising (slogans, copywriting), public speaking (speeches, presentations), and journalism (headline writing, feature articles). The adaptation of figurative language to suit different audiences will be addressed.

Chapter 7: Figurative Language and Cognitive Science: Impact on Memory and Understanding: This chapter will review recent cognitive science research on how figurative language impacts memory and understanding. We will explore how metaphors, in particular, can facilitate learning and comprehension by creating novel connections between ideas. Studies on the neurological impact of figurative language will be cited.

Conclusion: This section will summarize the key takeaways of the ebook, emphasizing the importance of mastering figurative language for effective and impactful communication. We will reiterate the versatility and power of figurative language across numerous fields and encourage readers to continue exploring and experimenting with its applications.

FAQs

1. What is the difference between a simile and a metaphor? A simile uses "like" or "as" to compare two unlike things, while a metaphor directly equates them.
2. How can I avoid clichés in my writing? Be original! Think critically about common comparisons and strive for fresh, unexpected imagery.
3. Is figurative language appropriate for all types of writing? While suitable for most writing styles,

its appropriateness depends on context and audience. Scientific writing might require less figurative language than poetry.

4. How can I improve my ability to use figurative language effectively? Practice regularly, read widely, and analyze how authors use figurative language in their work.
5. What is the role of figurative language in persuasive communication? Figurative language can create vivid imagery, enhance emotional connection, and make arguments more memorable, thus increasing persuasiveness.
6. Can overuse of figurative language be detrimental? Yes, excessive use can dilute the impact and even confuse the audience. Strive for balance and precision.
7. What are some resources for learning more about figurative language? Dictionaries, style guides, and literary criticism offer valuable insights. Online resources and courses can also be beneficial.
8. How does figurative language affect memory retention? Research suggests that vivid imagery and novel comparisons facilitated by figurative language can enhance memory recall.
9. What are some examples of figurative language used effectively in advertising? Many successful ad campaigns employ metaphors, similes, and personification to connect with consumers emotionally and memorably.

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through figurative language, and via other communicative phenomena associated with them.

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assessment of its strengths and weaknesses and the type of pragmatic research questions for which it is most suitable.

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figurative language goals: Auditory-Verbal Therapy Warren Estabrooks, Helen McCaffrey Morrison, Karen MacIver-Lux, 2020-04-29 Edited by world renown experts with contributions by a global cohort of authors, Auditory-Verbal Therapy: Science, Research, and Practice is highly relevant to today's community of practitioners of Auditory-Verbal Therapy (LSLS Cert. AVT), and to those who are working towards LSLS Cert. AVT certification. It is also an excellent resource for audiologists, speech-language pathologists, teachers of children who are deaf or hard of hearing, administrators, psychologists, cochlear implant surgeons, primary care physicians, social workers, and other allied health and education professionals. Although written primarily for practitioners, it will be a welcome resource for parents, family members, and other caregivers who love children who are deaf or hard of hearing, and for whom the desired outcomes are listening, spoken language, and literacy. The book is divided into five parts: Part I: Overview of Auditory-Verbal Therapy: Foundations and Fundamentals This section covers the philosophy, history, and principles of AVT, including outcome data, results of a new survey of LSLS Cert. AVT community on global practice patterns in AVT, information on auditory brain development, and evaluation of evidence-based and evidence-informed practice for the new decade. Part II: Audiology, Hearing Technologies, and Speech Acoustics, and Auditory-Verbal Therapy This section covers audiology and AVT, hearing aids, implantable and hearing assistive devices, and in-depth speech acoustics for AVT. Part III: Developmental Domains in Auditory-Verbal Therapy This section covers the development of listening, three-dimensional conversations, speech, play, cognition, and literacy, as applied to AVT. Part IV: The Practice of Auditory-Verbal Therapy Here strategies for developing listening, talking, and thinking in AVT are covered, including parent coaching, the AVT Session: planning, delivery and evaluation, music and singing, assessment, and inclusion of "AVT children" in the regular preschool. Part V: Extending and Expanding the Practice of Auditory-Verbal Therapy The final section includes information on children with complex hearing issues, children with additional challenges, multilingualism, children and families experiencing adversity, tele-practice, coaching and mentoring practitioners, and cost-benefit of AVT.

figurative language goals: Interpreting Figurative Meaning Raymond W. Gibbs, Herbert L. Colston, 2012-04-16 Interpreting Figurative Meaning explores interdisciplinary debates on the ways in which humans comprehend figurative language in everyday life.

figurative language goals: Figurative Language and Thought Albert N. Katz Professor of Psychology University of Western Ontario, Cristina Cacciari Professor of Psychology University of Bologna, Santa Cruz Raymond W. Gibbs Jr. Professor of Psychology University of California, College Park Mark Turner Jr. Professor of English Language and Literature University of Maryland, 1998-08-12 Our understanding of the nature and processing of figurative language is central to several important issues in cognitive science, including the relationship of language and thought, how we process language, and how we comprehend abstract meaning. Over the past fifteen years, traditional approaches to these issues have been challenged by experimental psychologists,

linguists, and other cognitive scientists interested in the structures of the mind and the processes that operate on them. In *Figurative Language and Thought*, internationally recognized experts in the field of figurative language, Albert Katz, Mark Turner, Raymond W. Gibbs Jr., and Cristina Cacciari, provide a coherent and focused debate on the subject. The book's authors discuss a variety of fundamental questions, including: What can figures of speech tell us about the structure of the conceptual system? If and how should we distinguish the literal from the nonliteral in our theories of language and thought? Are we primarily figurative thinkers and consequently figurative language users or the other way around? Why do we prefer to speak metaphorically in everyday conversation, when literal options may be available for use? Is metaphor the only vehicle through which we can understand abstract concepts? What role do cultural and social factors play in our comprehension of figurative language? These and related questions are raised and argued in an integrative look at the role of nonliteral language in cognition. This volume, a part of Counterpoints series, will be thought-provoking reading for a wide range of cognitive psychologists, linguists, and philosophers.

figurative language goals: *Mooseltoe* Margie Palatini, 2001 Moose thinks he has all his Christmas preparations taken care of, but at the last minute he must come up with a substitute for the Christmas tree.

figurative language goals: *Quality* Ivan Barofsky, 2011-10-02 Quality, as exemplified by Quality-of-life (QoL) assessment, is frequently discussed among health care professionals and often invoked as a goal for improvement, but somehow rarely defined, even as it is regularly assessed. It is understood that some medical patients have a better QoL than others, but should the QoL achieved be compared to an ideal state, or is it too personal and subjective to gauge? Can a better understanding of the concept help health care systems deliver services more effectively? Is QoL worth measuring at all? Integrating concepts from psychology, philosophy, neurocognition, and linguistics, this book attempts to answer these complex questions. It also breaks down the cognitive-linguistic components that comprise the judgment of quality, including description, evaluation, and valuations, and applies them to issues specific to individuals with chronic medical illness. In this context, quality/QoL assessment becomes an essential contributor to ethical practice, a critical step towards improving the nature of social interactions. The author considers linear, non-linear, and complexity-based models in analyzing key methodology and content issues in health-related QoL assessment. This book is certain to stimulate debate in the research and scientific communities. Its forward-looking perspective takes great strides toward promoting a common cognitive-linguistic model of how the judgment of quality occurs, thereby contributing important conceptual and empirical tools to its varied applications, including QoL assessment.

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figurative language goals: *Educational Alternatives for Students with Learning Disabilities* Susan A. Vogel, 2012-12-06 *Educational Alternatives for Students with Learning Disabilities* responds to the pressing need to provide teachers of learning-disabled students with practical knowledge regarding state-of-the-art intervention strategies. This book provides examples of validated alternative educational practices which avoid the pitfalls and stigmatizing effects on students of older models of intervention. The new practices aim to maximize teaching effectiveness and to assist the learning disabled in achieving their potential. The intervention strategies described in this book have the power to enhance the efforts of all concerned.

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Handbook of Research on Teacher Practices for Diverse Writing Instruction provides a rich discussion of the issues, perspectives, and methods for writing instruction currently in use, with an added lens focusing on diversity and equity. It provides unique coverage on the topic of writing instruction for practical implementation within the classroom setting. Covering topics such as student motivation, curriculum development, and content area instruction, this major reference work is an essential resource for preservice teachers, faculty and administration of K-12 and higher education, academic libraries, government officials, school boards, researchers, and academicians.

figurative language goals: *The Metaphorical Brain* Seana Coulson, Vicky T. Lai, 2016-03-09 Metaphor has been an issue of intense research and debate for decades (see, for example [1]). Researchers in various disciplines, including linguistics, psychology, computer science, education, and philosophy have developed a variety of theories, and much progress has been made [2]. For one, metaphor is no longer considered a rhetorical flourish that is found mainly in literary texts. Rather, linguists have shown that metaphor is a pervasive phenomenon in everyday language, a major force in the development of new word meanings, and the source of at least some grammatical function words [3]. Indeed, one of the most influential theories of metaphor involves the suggestion that the commonality of metaphoric language results because cross-domain mappings are a major determinant in the organization of semantic memory, as cognitive and neural resources for dealing with concrete domains are recruited for the conceptualization of more abstract ones [4]. Researchers in cognitive neuroscience have explored whether particular kinds of brain damage are associated with metaphor production and comprehension deficits, and whether similar brain regions are recruited when healthy adults understand the literal and metaphorical meanings of the same words (see [5] for a review) . Whereas early research on this topic focused on the issue of the role of hemispheric asymmetry in the comprehension and production of metaphors [6], in recent years cognitive neuroscientists have argued that metaphor is not a monolithic category, and that metaphor processing varies as a function of numerous factors, including the novelty or conventionality of a particular metaphoric expression, its part of speech, and the extent of contextual support for the metaphoric meaning (see, e.g., [7], [8], [9]). Moreover, recent developments in cognitive neuroscience point to a sensorimotor basis for many concrete concepts, and raise the issue of whether these mechanisms are ever recruited to process more abstract domains [10]. This Frontiers Research Topic brings together contributions from researchers in cognitive neuroscience whose work involves the study of metaphor in language and thought in order to promote the development of the neuroscientific investigation of metaphor. Adopting an interdisciplinary perspective, it synthesizes current findings on the cognitive neuroscience of metaphor, provides a forum for voicing novel perspectives, and promotes avenues for new research on the metaphorical brain. [1] Arbib, M. A. (1989). *The metaphorical brain 2: Neural networks and beyond*. John Wiley & Sons, Inc. [2] Gibbs Jr, R. W. (Ed.). (2008). *The Cambridge handbook of metaphor and thought*. Cambridge University Press. [3] Sweetser, Eve E. Grammaticalization and semantic bleaching. *Annual Meeting of the Berkeley Linguistics Society*. Vol. 14. 2011. [4] Lakoff, G., & Johnson, M. (1999). *Philosophy in the flesh: The embodied mind and its challenge to western thought*. Basic books. [5] Coulson, S. (2008). Metaphor comprehension and the brain. *The Cambridge handbook of metaphor and thought*, 177-194. [6] Winner, E., & Gardner, H. (1977). The comprehension of metaphor in brain-damaged patients. *Brain*, 100(4), 717-729. [7] Coulson, S., & Van Petten, C. (2007). A special role for the right hemisphere in metaphor comprehension?: ERP evidence from hemifield presentation. *Brain Research*, 1146, 128-145. [8] Lai, V. T., Curran, T., & Menn, L. (2009). Comprehending conventional and novel metaphors: An ERP study. *Brain Research*, 1284, 145-155. [9] Schmidt, G. L., Kranjec, A., Cardillo, E. R., & Chatterjee, A. (2010). Beyond laterality: a critical assessment of research on the neural basis of metaphor. *Journal of the International Neuropsychological Society*, 16(01), 1-5. [10] Desai, R. H., Binder, J. R., Conant, L. L., Mano, Q. R., & Seidenberg, M. S. (2011). The neural career of sensory-motor metaphors. *Journal of Cognitive Neuroscience*, 23(9), 2376-2386.

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by a teacher, the book relates to middle school English teachers and gives them examples of lesson plans currently in use. To further aid the teacher, Ms. Kimbrough provides worksheets and poems that has worked and still works within her classroom.

figurative language goals: Teaching with the Common Core Standards for English Language Arts, Grades 3-5 Lesley Mandel Morrow, Karen K. Wixson, Timothy Shanahan, 2012-11-29 Nearly every state has independently adopted the Common Core State Standards (CCSS), making this practical guide an indispensable resource for grades 3-5 teachers and teachers-in-training. Leading authorities explain each of the English language arts (ELA) standards and vividly show how to implement them. The book is filled with grade-specific classroom vignettes, instructional strategies and activities, sample lesson plans, and discussion questions. Chapters cover the major ELA strands: reading (literature, informational texts, and foundational skills); writing; speaking and listening; and language. Issues of assessment and technology integration are also explored. An appendix includes thematic units for each grade level demonstrating ways to embed CCSS/ELA standards into content-area instruction. See also Teaching with the Common Core Standards for English Language Arts, PreK-2.

figurative language goals: Moving INTO the Classroom Stacia C Miller, Suzanne F Lindt, 2017-09-06 This textbook focuses on research in movement integration and the benefits of physical activity to the child's physical, cognitive, emotional, and social development. It includes research on and suggestions for integrating movement into English-language arts, mathematics, science and social studies for lower and upper elementary students. Though the textbook is specifically aimed at elementary-level teachers, secondary teachers and pre-service teachers can modify the activities to fit their lessons as well.

figurative language goals: IEP Goal Writing for Speech-Language Pathologists Lydia Kopel, Elissa Kilduff, 2020-06-15 IEP Goal Writing for Speech-Language Pathologists: Utilizing State Standards, Second Edition familiarizes the speech-language pathologist (SLP) with specific Early Learning Standards (ELS) and Common Core State Standards (CCSS) as well as the speech-language skills necessary for students to be successful with the school curriculum. It also describes how to write defensible Individualized Education Plan (IEP) goals that are related to the ELS and CCSS. SLPs work through a set of steps to determine a student's speech-language needs. First, an SLP needs to determine what speech-language skills are necessary for mastery of specific standards. Then, the SLP determines what prerequisite skills are involved for each targeted speech-language skill. Finally, there is a determination of which Steps to Mastery need to be followed. It is through this process that an SLP and team of professionals can appropriately develop interventions and an effective IEP. The text takes an in-depth look at the following speech-language areas: vocabulary, questions, narrative skills/summarize, compare and contrast, main idea and details, critical thinking, pragmatics, syntax and morphology, and articulation and phonological processes. These areas were selected because they are the most commonly addressed skills of intervention for students aged 3 to 21 with all levels of functioning. For each listed area, the text analyzes the prerequisite skills and the corresponding Steps to Mastery. It provides a unique, step-by-step process for transforming the Steps to Mastery into defensible IEP goals. The key is to remember that the goal must be understandable, doable, measurable, and achievable. This text provides clear guidelines of quantifiable building blocks to achieve specific goals defined by the student's IEP. School-based SLPs are instrumental in helping students develop speech and language skills essential for mastery of the curriculum and standards. All SLPs working with school-aged children in public schools, private practice, or outpatient clinics will benefit from the information in this text. New to the Second Edition: * Ten Speech and Language Checklists for determining speech and language needs of an individual, 3-21 years of age, as well as measuring progress. * Material on measuring progress including five performance updates. * Goal writing case studies for four students of different ages and skill levels. * A thoroughly updated chapter on writing goals with up-to-date examples. * Revised Prerequisite Skills and Steps to Mastery to reflect the current state of research. * Expanded focus on evidence-based practice. Disclaimer: Please note that ancillary

content (such as documents, audio, and video, etc.) may not be included as published in the original print version of this book.

figurative language goals: Building Academic Language Jeff Zwiers, 2008 Many students, ranging from native English speakers to recent immigrants, need help in understanding and using the language of school. Language is the lifeblood of learning in all content areas, and it plays a major role in academic achievement. Building Academic Language explains the functions and features of academic language that every teacher (language arts, history, math, & science teachers, etc.) should know for supporting academic reading, writing, and discussion. The book includes research-based instructional and assessment activities that content teachers can use to build students' abilities to understand and describe the many abstract concepts, higher-order thinking skills, and complex relationships in a discipline. The book emphasizes an approach that builds from students' existing ways of learning and communicating, scaffolding them to think and talk as content area experts think and talk about math, science, history, and language arts. Major topics and themes include: What is academic language and how does it differ by content area? How can language-building activities (discussions, small groups, etc.) support content understanding? How can we build language abilities for content reading and writing - and vice versa? How can we build on students' diverse ways of understanding, learning, and communicating about the world? How can we more effectively model and scaffold academic language in our teaching and assessment?

figurative language goals: Using Figurative Language Herbert L. Colston, 2015-11-19 Gathers decades of research on figurative language cognition to answer the question, 'Why don't people just say what they mean?'

figurative language goals: Goal Writing for the Speech-Language Pathologist and Special Educator Gozdziwski, Renee Fabus, Jeanne Lebowski, Julia Yudes-Kuznetsov, 2018-01-12 Geared for undergraduate and graduate students, Goal Writing for the Speech-Language Pathologist and Special Educator details different types of goals, essential elements of goals, how to establish goals from information garnered from evaluations, and how to write continuing goals for the field of Speech-Language Pathology and Communication Sciences. It is written for students in a Clinical Methods/Clinical Practicum course who are about to begin their clinical experience in SLP. Real-world exercises are provided throughout in order to provide realistic examples of what students may encounter in speech and hearing clinics, hospitals, and schools. Goal writing is practiced by SLPs on a daily basis, and understanding how to turn diagnostic information into therapy is a difficult, yet crucial, task. This important subject is not covered in depth in other clinical methods titles yet is a skill all students and clinicians must master.

figurative language goals: Producing Figurative Expression John Barnden, Andrew Gargett, 2020-12-15 This collection contains a selection of recent work on people's production of figurative language (metaphoric, ironic, metonymic, hyperbolic, ...) and similarly of figurative expression in visual media and artefact design. The articles illuminate issues such as why and under what circumstances people produce figurative expression and how it is moulded by their aims. By focusing on production, the intention is to help stimulate more academic research on it and redress historically lower levels of published work on generation than on understanding of figurative expression. The contributions stretch across various academic disciplines—mainly psychology, cognitive linguistics and applied linguistics, but with a representation also of philosophy and artificial intelligence—and across different types of endeavour—theoretical investigation and model building, experimental studies, and applications focussed work (for instance, figurative expression in product design and online support groups). There is also a wide-ranging introductory chapter that touches on areas outside the scope of the contributed articles and discusses difficult issues such as a complex interplay of production and understanding.

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metaphor has been dominated by Aristotelian questions of processes in metaphor understanding. Although this area is important, it leaves unasked Platonic questions of how structures of the mind affect such processes. Moreover, there has been relatively little work on how metaphors affect human behavior. Although there are numerous postdictive or speculative accounts of the power of metaphors to affect human behavior in particular areas, such as clinical or political arenas, empirical verification of these accounts has been sparse. To fill this void, the editors have compiled this work dedicated to empirical examination of how metaphors affect human behavior and understanding. The book is divided into four sections: metaphor and pragmatics, clinical uses of metaphor, metaphor and politics, and other applications of metaphor. Chapters contained within these sections attempt to merge Aristotelian questions with Platonic ones.

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