**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Block: \_\_\_\_\_\_\_\_**

***Night*: Figurative devices**

**English 9**

Select one (3) metaphors or similes from the list you’ve been creating as we read *Night*. Write a well-structured paragraph for each that includes:

1. the original quote from the book with the metaphor/ simile in it
2. the context in which the quotation appears in the story
3. the two things being compared, and
4. an explanation of the meaning behind the comparison.
5. Finally, you need to explain what point you think the writer was trying to make with the comparison.

***Including your already-submitted paragraph, you must have 2 metaphors and 2 similes.***

The criteria for the paragraph are as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| **PARAGRAPH 1** | **Exceeding** | **Meeting** | **Approaching** |
| **Structure** | All of the elements listed above are includedThe paragraph is well structured (topic sentence, body, concluding sentence) and the ideas are placed in a thoughtful, logical sequence. | Most of the elements listed above are included, but one or more may need work.The paragraph has a good structure, and some thought has been put into the sequence of the ideas. | Few of the elements listed above are included.The paragraph needs more work on structure and the sequencing of ideas. May be missing a topic or concluding sentence. |
| **Analysis** | The analysis of the metaphor/ simile identifies multiple layers of meaning. The comparison is thoroughly explored, and a good connection is made to the overall text. | The analysis of the metaphor/ simile identifies more than one meaning, but more meanings may be there. Some thought is put into the connection to the overall text. | The analysis of the metaphor/ simile sticks to the surface level. More exploration is needed. No connections made to the overall text. |
| **Mechanics** | Well written. Very few errors in grammar or spelling. | Good writing. A few errors in grammar or spelling (3-5), but not enough to interfere with meaning. | Fair writing. Errors in grammar and/ or spelling may interfere with meaning. More editing needed. |

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| **PARAGRAPH 2** | **Exceeding** | **Meeting** | **Approaching** |
| **Structure** | All of the elements listed above are includedThe paragraph is well structured (topic sentence, body, concluding sentence) and the ideas are placed in a thoughtful, logical sequence. | Most of the elements listed above are included, but one or more may need work.The paragraph has a good structure, and some thought has been put into the sequence of the ideas. | Few of the elements listed above are included.The paragraph needs more work on structure and the sequencing of ideas. May be missing a topic or concluding sentence. |
| **Analysis** | The analysis of the metaphor/ simile identifies multiple layers of meaning. The comparison is thoroughly explored, and a good connection is made to the overall text. | The analysis of the metaphor/ simile identifies more than one meaning, but more meanings may be there. Some thought is put into the connection to the overall text. | The analysis of the metaphor/ simile sticks to the surface level. More exploration is needed. No connections made to the overall text. |
| **Mechanics** | Well written. Very few errors in grammar or spelling. | Good writing. A few errors in grammar or spelling (3-5), but not enough to interfere with meaning. | Fair writing. Errors in grammar and/ or spelling may interfere with meaning. More editing needed. |

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| --- | --- | --- | --- |
| **PARAGRAPH 3** | **Exceeding** | **Meeting** | **Approaching** |
| **Structure** | All of the elements listed above are includedThe paragraph is well structured (topic sentence, body, concluding sentence) and the ideas are placed in a thoughtful, logical sequence. | Most of the elements listed above are included, but one or more may need work.The paragraph has a good structure, and some thought has been put into the sequence of the ideas. | Few of the elements listed above are included.The paragraph needs more work on structure and the sequencing of ideas. May be missing a topic or concluding sentence. |
| **Analysis** | The analysis of the metaphor/ simile identifies multiple layers of meaning. The comparison is thoroughly explored, and a good connection is made to the overall text. | The analysis of the metaphor/ simile identifies more than one meaning, but more meanings may be there. Some thought is put into the connection to the overall text. | The analysis of the metaphor/ simile sticks to the surface level. More exploration is needed. No connections made to the overall text. |
| **Mechanics** | Well written. Very few errors in grammar or spelling. | Good writing. A few errors in grammar or spelling (3-5), but not enough to interfere with meaning. | Fair writing. Errors in grammar and/ or spelling may interfere with meaning. More editing needed. |