



Figurative Language and Nuance

FREE SAMPLE

A complete reading selection, one focused task, and matching teacher guidance.

WHAT'S INCLUDED

- Complete source reading selection
- Focused task with response space
- Teacher guidance and source notes
- Published Saint Pierre license

2017 NC ELA SCOS | In use for 2026-27

Supplemental practice for the named skill. Print-ready PDF.

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FICTIONAL SCENARIO | READING PRACTICE

The Metaphor in the Mural

Name: _____ Class: _____ Date: _____

Read and annotate the complete selection. Then complete the included focused task.

1. The mural's central image had faded and visitors crowded a narrow viewing path. Officials proposed painting over the image with a large town map. Some residents favored the map; others wanted to retain the recovery tree painted by young artists and improve the viewing route. Before choosing a side, Leila wrote a notebook question: "What would people need to know to make a responsible decision?"
2. Neighbors gathered in the square to exchange information and organize help after difficult events. One resident called the space outdated; another called it the heart of Sunnybrook. The mural was painted on the square's wall; the youth art project was not itself a gathering place. Leila wanted a decision that recognized both community history and present needs.
3. Leila and a friend counted visitors pausing at the wall and noted where the viewing queue narrowed the walking route. They recorded comments about the image without treating them as everyone's opinion. The observations described access and use, not the cost of a permanent redesign. Leila crossed out "obviously" in the notes because the available observations did not justify certainty.
4. A volunteer supplied dated artists' notebooks and volunteer project logs. The entries documented residents working together on the recovery-tree image after a neighborhood storm. Leila checked the dates and the origin of the notebooks before using their account. Leila asked where the materials came from and copied a dated detail. The volunteer distinguished personal recollections from documentation; an appealing account still needed support.
5. At a planning session, student artists explained that visitors needed a usable viewing route and a design that could be understood. Leila listened, then restated the concern to check understanding. One speaker replied, "That is exactly the problem we keep describing." They recognized a shared problem without agreeing on a solution.

The Metaphor in the Mural | continued

6. Back home, Leila sorted the notes into direct observations, reported statements and questions still needing investigation. The dated record supplied historical context, not a prediction of future costs or outcomes. Leila changed "This plan will work" to "This approach is worth testing." The new claim was more defensible because it matched the limited evidence.

7. Leila's draft began with the present difficulty, then gave observations and dated evidence. It proposed a removable display comparing the tree and map designs alongside an approved temporary viewing arrangement. The plan called for checking route blockages and visitor interpretations, with materials costs and public review before any permanent repainting. The trial was a proposal for gathering information, not a claim that a permanent solution had already succeeded.

8. One classmate thought the draft gave history too much space; another feared that numbers alone would erase residents' experiences. Leila placed an account from student artists beside a direct observation. The revision explained that the account could clarify concerns and the observation could describe one period, but neither established future effectiveness or complete costs.

9. At the final meeting, participants asked what the trial would cost and how well it would improve access. Leila cited useful observations and openly identified missing estimates and other research needs. A supporter of painting over the tree with the town map still agreed that the public should see trial results. An official suggested a progress report and a volunteer offered to gather more observations.

10. The group voted to collect more evidence before making an irreversible change. No permanent plan was approved. Passing the public square beside the youth mural in Sunnybrook afterward, Leila saw that the practical problem and disagreement remained. Yet the group had agreed to test claims, listen to one another and return to the decision with better information.

EDITING EXCERPT: The first draft stated, "Everyone universally agreed together that the plan was very, very good." A later revision stated, "Several residents supported the trial because it would produce measurable evidence." The original message also used "affect" where the writer meant "effect" and omitted the comma after an introductory phrase. Revising those choices makes the statement more accurate, concise, and conventionally correct. The phrase "a bridge between opinions" functions as a metaphor, not a literal object.

L.7.5 | Focused lesson

Interpret figurative expressions and explain shades of meaning.

Completed model

"A bridge between opinions" describes a connection that helps people understand one another. It is a metaphor because the opinions are not physical riverbanks.

Name: _____ Date: _____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

L.7.5 | Sample teacher guidance

Task 1

Heart implies central importance or shared life; bridge implies connection across differences. Answers must explain, not merely label, the comparisons.

The full packet includes retained comprehension questions and keys, all three focused tasks, and further teacher guidance.

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