

Grade 2 CCSS LIT



The Private Eye® Project

Looking / Thinking by Analogy

Grade 2

The Private Eye® aligned with Common Core State Standards
for English Language Arts
& Literacy in History/Social Studies, Science, and Technical Subjects



The Private Eye® and the Common Core — Correlations for Grade 2

Correlations Key

Center column: Correlations to *The Private Eye* process and program explained.

Right column: Lesson examples from ***The Private Eye — (5X) Looking / Thinking by Analogy: A Guide to Developing the Interdisciplinary Mind***; Kerry Ruef (The Private Eye Project, 1992, 1998, 2003).

NOTE: In these pages, “TPE core process and lessons” is shorthand for the following sections in *The Private Eye* guide: *Part II: Process and Tools*, (especially pp. 16-17, 22-30); *Part III: The Interdisciplinary Mind Close-up*, (especially pp. 38-52, 51-59); and *Part V: Curriculum Tour*, (especially pp. 84-91).

Introduction

- *The Private Eye* is an acclaimed, hands-on process and program that builds attention to detail and analogical thought. It accelerates creativity, critical thinking, and literacy across subjects. It also accelerates scientific literacy. “Thinking by analogy” — or metaphoric thinking — is considered by neuroscientists to be the core of cognition. It’s the engine that, revved up, accelerates and refines learning. With The Private Eye approach, you efficiently rev up this engine and watch students excel.
- You begin with simple questions, everyday objects, and a jeweler’s loupe (also called an eye loupe—a magnification tool) to meet individual and anchor standards as you develop the habits of mind and skills of writer and reader. In the process, with no extra effort, you’ll concurrently develop the habits of mind of artist, scientist, mathematician and social scientist. Students journey into the drama and wonder of looking closely at the world, thinking by analogy, changing scale and theorizing. They observe, investigate, write, read, speak, listen, draw, theorize and conduct research projects. *The Private Eye* inquiry process almost instantly levels the playing field. With simple tools, so called “regular” students think, act, write, and interpret as “gifted” kids. The process leads into extended lessons, skill instruction, and project-based learning. Students discover that learning is thrilling, that their minds are powerful and easily tapped, and that school is a place where creative and scholarly work are one.
- In Language Arts, a 5X jeweler’s loupe is a porthole of wonder — to stimulate close observation and metaphoric thought. Everyday objects become stunning new worlds. In tandem with The Private Eye Questions, the loupe smashes cliché thinking and sets the questions orbiting in the mind long after the loupe is put away.
- The Private Eye boosts students in: language and vocabulary acquisition; generating opinions supported with evidence; creating and interpreting figurative language; reading and analyzing text; writing across content areas (e.g., students create detailed informational pieces, and narratives that are highly descriptive); and more. Students make connections and inferences with ease.



A Final Note: The Private Eye is a powerful tool for developing figurative language. But “figurative language” is not *just* “figurative language” — to be saved for a few standards. Metaphors and similes are the “heavy lifters” of literacy! They provide fresh connections and insights; they express themes, add precision, color and details, engage the reader or listener’s imagination, make settings, events and characters come to life. Making a metaphor or simile (thinking by analogy) is an act of close observation and mental comparison. Given that metaphors and similes are compressed analogies, and that analogical thinking is the root of thinking, indeed the root of language itself, making and understanding metaphors and similes needs to be a year-round pursuit. The Private Eye makes this pursuit easy and riveting for students.

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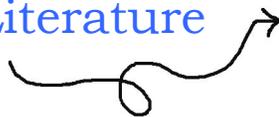
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**Reading Standards
for Literature, Grade 2**
— a selection —

The Private Eye — (5X) Looking / Thinking by Analogy
A Guide to Developing the Interdisciplinary Mind

**Reading &
Literature**



Reading and writing weave together in TPE lessons. Students read their own writing and the writing of their peers — then link to literature and texts. After loupe-studying an object, students are motivated to *read* to learn more. Teachers also link the loupe-writing process to themes in their curriculum, e.g., “a forest” (using pinecones, branches, lichens, moss or other objects typically found in a forest to loupe-analogy study and loupe-draw). Or: begin with reading a text or literature, then use TPE to investigate a linked object of study. In all this, students practice reading and making meaning. With repetition, students transfer the attention to detail, sensitivity to language, and inference-making process developed during TPE writing and discussion into an understanding of literature and non-fiction texts.

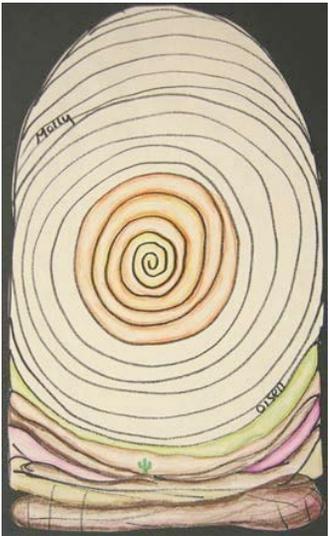
(RL) Key Ideas and Details	The Private Eye Correlation	Lesson Examples
<p>RL.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> 	<p>RL. 2.1 and RL.2.2 Using TPE Questioning strategy students gain experience and confidence in asking and answering who, what, where, when, why and how questions, first using a loupe and everyday objects — building a habit which they transfer to analyzing text. In addition to asking the usual Who? What? Where? Why? questions, ask TPE Questions focused for literature to help students go deeper into understanding a text and its central message, lesson, or moral: “What else does the story remind me of — in my life? in other stories or fables or myths?” “Who else do the characters remind me of? in my life? my school? my family? my neighborhood? And “Why?” What in the text made you think that?”</p> <p>“Key details in text” include both figurative and literal language. The figurative language — metaphors and similes the author chooses — is not merely colorful. Authors use metaphors and similes to provide rich detail, explain individual points, serve as analogous examples, and also to reveal and reinforce the central message, lesson, or moral.</p> <p>“What else an event or issue in a text reminds them of” helps students propose candidates for the main message of a text. Moving through the four TPE Questions helps students find the best choice for why a writer has written a given piece, citing, to bolster an opinion, evidence in the text.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Preview the Private Eye Process” pp. 16 -17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that</i>?” pp. 38-39</p> <p>Part V. Writing and Language Arts Tour: pp 110-121</p> <p>“Spider Lore”, pp. 116-117 (adapt for Grade 2)</p> <p>“Poetry’s Hardware”, p. 110 (Read aloud Langston’s Hughes poem, “Mother to Son” discuss central lesson based on details in text.)</p> <p>“Your Hand” pp. 84-91</p> <p>“Sandwich Poem” p. 105 (students analyze each other’s texts for <i>who, what, where, when, why, how</i> and key details answering these questions — details embedded in both figurative and nonfigurative language.)</p> <p>“Multicultural Superheroes” p. 200 (including “A dragon by inference, by analogy”)</p> <p>Link readings from diverse cultures to a TPE loupe-study of objects from those cultures. E.g.s.: “Cultural Roots in the Land”, p. 199, “A Loupe in the Soup”, p. 201, and “Symmetry in Cultures”, p. 201</p> <p>“Mythology and Superheroes: Part 2”, p. 109</p> <p>“Mythology: Mythologies express in analogy, in metaphor, what people universally need and want...” p. 109</p> <p>“The Duties of a Superhero” p. 109</p> <p>“Superheroes: Male or Female?”, p. 109</p>

(RL) Key Ideas and Details (con't)	The Private Eye Correlation	Lesson Examples
<p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> 	<p>How characters respond to major events and challenges includes feelings, motivations, actions.</p> <p>Authors use both figurative and literal language to describe characters and their responses to situations and events. The figurative language (typically metaphor or simile) is not merely colorful; the author often uses figurative language to reveal a character's feelings, motivations, and actions. (E.g.s., As the teacher glared at her, Mary felt two inches high. or: Marcus was so angry he felt like a volcano about to blow. or: Lila took the lost puppy into her arms and cradled it like a baby.)</p> <p>When asked to describe how characters in a story respond to major events and challenges, students have options: 1) they can cite the author's own language; 2) they can use their own language.</p> <p>TPE gives students practice and ease using both literal and nonliteral (figurative) language; they bring this experience to reading and understanding an author's descriptions of characters and expressing their own thoughts about text.</p> <p>To better help them describe a character who is set in a particular place and time and caught up in particular events, students ask themselves the 1ST TPE Question, focused for critiquing: "Who else does this character remind me of? — in my life? in my school? family? neighborhood?" This helps students create essential personal bridges to understand the "who and what" they're reading about — and provides language with which to capture that understanding.</p> <p>In discussions, teachers now ask students the next Private Eye Question: "Why did it remind you of ___?" Show me where in the text you started thinking that. (Evidence!) Students thus cite details in the text supporting their descriptions and analysis.</p>	<p>TPE core process (Part II, III, V) <i>Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>Part V. Writing and Language Arts Tour: pp. 110-121</p> <p>"Analogy Acrobats", pp. 118-119 —To Set a Scene —To Present Characters —To Conceive Plot</p> <p>"The Intelligent Private Eye: Why did it remind me of <i>that</i>?" pp. 38-39</p> <p>"The Big Analogy Book", p. 118</p> <p>"Writers and readers: two sides of the same coin" p. 118</p> <p>"Mythology: Mythologies express in analogy, in metaphor, what people universally need and want..." p. 109</p> <p>"Multicultural Superheroes" p. 200 (including "A dragon by inference, by analogy")</p> 

(RL) Craft and Structure	The Private Eye Correlation	Lesson Examples
<p>2.RL.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> 	<p>As Marshall McLuan famously noted, <i>the medium is the message</i>. In poetry and stories, <i>the sound</i> of the writing helps bolster <i>the sense</i>. Effective use of rhythm and alliteration helps bring the meaning of a piece to life.</p> <p>Both rhythm and alliteration are used to create a sound analogy or “sound likeness” — one that matches the content or meaning of words and phrases. Does “Rat-a-tat-tat” sound more like rain falling on a roof or a silk scarf falling on a table?</p> <p>In order to discuss the role of rhythm or alliteration, students need to be able to think and say how one thing is like another — in shape, sound, feeling, movement, etc. Using TPE object, loupe and questions, students develop a habit of seeing, thinking, hearing, feeling how one thing, sound, feeling, event, etc., can be “like” another, compared to another, which they transfer to analyzing text. TPE gives students the language and experience to capture this kind of thinking.</p> <p>Rhythm: Clear, hard one-syllable words in a line create a beat that would match and support the meaning of a sentence about a hard rain, for example, or about running to help someone in an emergency — but would not match a sentence about quietly petting a sick bird. Different kinds of rhythms <i>evoke</i> or “<i>sound like</i>” different kinds of feelings or events or characters.</p> <p>Alliteration: Alliteration — the repetition of the same sounds or of the same groups of sounds at the beginnings of words or in stressed syllables — is to create a “sound likeness”, a “sound analogy” to the sense / meaning of the phrases. E.g., “The snake slides across the sidewalk and slithers into the silky grass.” The s’s <i>sound like</i> the slippery skin and characteristic sinuous movement of a snake.</p> <p>In creating and expanding loupe-analogy lists, students discover double-meanings and word play, including alliteration and rhythm effects, which helps students “get” such meanings when they read professional writing. As students generate individual Private Eye writings they can practice adding alliteration to their lines or manipulating rhythm by playing with word choice — so that the sound of their writing matches the content. They transfer this practice to discussing literature and texts.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Analogy Anatomy”, p. 42 (gives background on why metaphors and similes are actually compressed analogies.)</p> <p>“Preview the Private Eye Process” pp. 16-17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that</i>?” pp. 38-39</p> <p>“Your Hand” pp. 84-91</p> <p>“Analogy Options” p. 111</p> <p>“The Great Analogy Hunt” p. 111</p> <p>“Structural Experiment and Structural Analysis” p. 110</p> <p>“Mythology: Mythologies express in analogy, in metaphor, what people universally need and want...” p. 109</p> <p>“The Duties of a Superhero” p. 109</p> <p>“Superheroes: Male or Female?”, p. 109</p>

(RL) Craft and Structure (con't.)	The Private Eye Correlation	Lesson Examples
<p>2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> 	<p>Whether you start with TPE writing and then see how professionals “do it” and return to TPE having discovered more options, or begin with professional models, is up to you. To help students describe the overall structure of a story (including the arc of a poem), you’ll introduce terms such as beginning, middle, and end and offer professional models — so students have a feel for options. The beginning does what? It might: 1) set a scene or landscape where the story will take place; 2) name and briefly describe the topic, event, or character. (E.g., “My shell reminds me of my fingerprint. I found it today. ...”) 3) gives an opinion in a lively way. The middle of the story begins to answer questions, create a larger portrait, or describe a conflict. The end of a story needs to do what? make us feel what?</p> <p>One classic way to structure a story is to begin and end in the same place: a circle structure or “sandwich”. Students practice this quite simply when they write a “Sandwich Poem” or Sandwich Prose. (See “Sandwich Poem” p. 105, TPE book.) In a Sandwich Poem or Sandwich Prose, the title helps frame up the subject of the story or poem. The beginning (the first line), describes the subject / topic in a riveting way — using a comparison from the student’s loupe-analogy list. Ending a story or poem on the same words as in the title or first line makes the “sandwich” feel complete, holds the sandwich together as bread holds together sandwich ingredients. Or the first line might give an opinion: “I used to think bugs were boring — but now I think they are cool!” In a sandwich, you repeat some version of that opinion at the end. Student understanding of structure speeds up when linked to writing that means a great deal to them as does their TPE writing.</p> <p>Remember: Using TPE, students create a whole range of poems and short stories with beginnings, middles, ends — and these become helpful touchstones for discussing professional writing. Students create stories inspired by their loupe-analogy lists. The list gives <i>ideas</i> for topics, events, characters, settings and scenes at the same time it gives the language for those elements.</p>	<p>TPE core process (Part II, III, V) <i>Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>“Preview the Private Eye Process” pp. 16-17</p> <p>“Your Hand” pp. 84-91</p> <p>“Sandwich Poem” p. 105</p> <p>“Structural Experiment and Structural Analysis” p. 110</p> <p>“Poetry’s Hardware”, p. 110 (Note how poem’s 1st two lines are echoed in the last line, like a sandwich poem.)</p> <p>“Beginnings and Ends”, p. 121</p> <p>“Planet Urchin”, p. 107</p> <p>“Spider Lore”, p. 117 (Adapt for 2nd grade)</p> <p>“Analogy Acrobats — Literature, Journalism, Communications”, pp.118-119</p> <ul style="list-style-type: none"> — To Set a Scene — To Present Characters — To Conceive a Plot

(RL) Craft and Structure (con't.)	The Private Eye Correlation	Lesson Examples
<p>2.RL.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>Point of View (POV) in CCSS includes two meanings:</p> <p>a) narration: 1st person “I”, 2nd person “you”, or 3rd person omniscient narrator “he, she, it, they...”</p> <p>b) perspective: beliefs, values, experiences that shape how one views the world.</p> <p>With TPE, there’s rich opportunity to explore the difference between one’s own point of view and someone else’s. Students use TPE process to generate their own “loupe-analogy list” about an object. What <i>my</i> fingerprint reminds me of comes from my own life experience. What your fingerprint reminds you of comes from your life experience. Discussion of WHY something reminded someone of something else helps students understand how different life experience creates different associations and differing points of view. The second TPE Question helps students explore the logic behind the comparisons and thus appreciate differing points of view.</p> <p>POV Experiments: Students expand a TPE loupe-analogy list to create (and read aloud) a story: from the POV of their object (e.g.s., snail, leaf, flower, sidewalk). One student is the snail, another, the leaf, another is the sidewalk, etc. The object/critter is speaking, e.g., the snail: “I glide at night among the leaves, munching for joy.” vs. the leaf: “I was a big green flag yesterday but now I’m a flag full of holes. And yucked with slime. That snail is real trouble.” Sidewalk: “I feel decorated by the trails left by snails. They sparkle in the sun.”</p> <p>Or imagine a snail describing his day at tiny animals schools vs. a cricket. The snails hates to be rushed. The cricket is always fidgeting and singing. etc.. Consider reading aloud some of <i>A Joyful Noise</i> (each insect “talks” about a typical day from its own POV).</p> <p>This first-hand experience imagining differing points of view and discussion of the effect of each point of view improves student ability to appreciate the role and impact of point of view in any text.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Preview the Private Eye Process” pp. 16-17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that</i>?” pp. 38-39</p> <p>“The 36 Week Plan — Point of View”, p. 102</p> <p>“Memoirs / Autobiography Snapshots”, p. 114</p> <p>“Memoirs of a Grasshopper: Point of View” p. 107</p> <p>“Spider Lore”, p. 117</p> <p>“Planet Urchin”, p. 107</p> <p>“Slugs, Snails, and Puppy Dog’s Tails”, pp. 157-159 (easy to adapt for 2nd grade!)</p> <ul style="list-style-type: none"> —Compare and Contrast Helix (snail) / Us —Compare and Contrast Helix (snail) / Slug —Writing from Helix’s Perspective <p>“The Incredible Shrinking You”, p. 182</p> <p>“The Fingerprint and Oral Histories”, p. 198</p> <p>“What Am I?” (write a What Am I?” Poem p. 24 from 1st person and 3rd)</p> 

(RL) Integration of Knowledge & Ideas	The Private Eye Correlation	Lesson Examples
<p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> 	<p>The Private Eye process develops visual thinking alongside verbal thinking.</p> <p>Students typically loupe-analogy write about an object — and also loupe-draw the object. (E.g., fingerprint writing is paired with a loupe-drawing of the fingerprint, often enlarged into artwork in various media.)</p> <p>Students can also find an object referred to in the text of a story or drama they are reading — or an object they are reminded of when reading the story — and loupe-draw that object, then explain the connection.</p> <p>The goal is to build a habit of close observation, thinking by analogy, and making inferences and theorizing.</p> <p>This TPE analogy-making groundwork helps students understand that illustrations and visuals can have either literal or analogical/metaphoric connections — sometimes both — and this gives students a method for identifying and discussing connections between the text and visuals that accompany stories and poems. Students also learn from their own TPE drawings that more detailed information — or different kinds of information — may be conveyed in an illustration than in words.</p> <p>As students experience and discuss how their own detailed illustrations raise curiosity, add factual knowledge, boost mystery, or help grab a reader's attention, they are prepared to give a more nuanced analysis of how visuals or multimedia enhance a reader's experience of text, including characters, setting, or plot.</p> 	<p>TPE core process (Part II, III, V) <i>Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>“Preview the Private Eye Process” pp. 16-17</p> <p>“Drawing as Close Observation” pp. 26-27</p> <p>“Units Spinning off ‘Your Hand’” p.91</p> <p>“Art across-the-Curriculum” pp. 123-138</p> <p>“Critique ... As a final step in the loupe-draw-analogy process...” p. 135</p> <p>“Your Hand” pp. 84-91</p> <p>“The Simple Touch” (fingerprints) pp. 136-137</p> <p>“Sandwich Poem” p. 105</p> <p>“Children’s Book”, p. 135</p> <p>“Design from Nature” p 134</p> <p>“The Fingerprint and Oral Histories”, p. 198</p> <p>Various Multicultural Projects. pp. 202-204</p> <p>“Huxwhukw Mask”, p. 203</p> <p>“Maki-e”, p. 202</p> <p>“Totems and Talismans”, p. 203</p>

(RL) Integration of Knowledge & Ideas (con't.)	The Private Eye Correlation	Lesson Examples
<p>RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures</p> 	<p>To “think by analogy” is to compare and contrast one thing or event with another, i.e., to look for similarities and dissimilarities between things, events, people, stories, behaviors, topics, etc. This is the thinking TPE develops. With practice at the simplest TPE level, students generalize the process.</p> <p>The teacher guides students into comparing and contrasting two or more versions of the same story (e.g., Cinderella stories) using the basic TPE Questions, focused for literature: “Who else does this character remind me of in the other version(s) of the story?” “What else does this setting remind me of in the other version(s)? How are they similar? How are they different? How much do they overlap?)?” “Why did it remind me of that?” Or: What else does this plot remind me of in that plot?” And so on.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Preview the Private Eye Process” pp. 16-17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that</i>?” pp. 38-39</p> <p>“Mythology: Mythologies express in analogy, in metaphor, what people universally need and want...” p. 109</p> <p>“The Duties of a Superhero”, p. 109</p> <p>“Multicultural Superheroes” p. 200 (including “A dragon by inference, by analogy”)</p> <p>“Spider Lore”, p. 117 (adapt for 2nd grade)</p> <p>“Analogy Acrobats — Literature, Journalism, Communications”, pp.118-119 — To Set a Scene — To Present Characters — To Conceive a Plot</p>
(RL) Range of Reading / Level of Text Complexity	The Private Eye Correlation	Lesson Examples
<p>RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>TPE teaches students how to use their personal experience to comprehend stories and poetry written by professionals or peers. It evokes and trains students in core analytical / analogical thinking and provides scaffolding for critiquing professional works.</p> <p>With teacher guidance, students link their own literary efforts to professional examples of literature — or use professional examples to inspire their Private Eye creations.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Your Hand” pp. 84-91</p> <p>“The 36 Week Plan” / “Literature and Journalism” p.102</p> <p>“Structural Experiment and Structural Analysis” p. 110</p> <p>“Analogy Power” p. 111</p> <p>“The Great Analogy Hunt”, p. 111</p> <p>“Spider Lore” pp. 116-117</p> <p>“Analogy Acrobats — Literature, Journalism, Communications”, pp.118-119</p> <p>“Superheroes, Mythology, Real Life” p. 108</p>

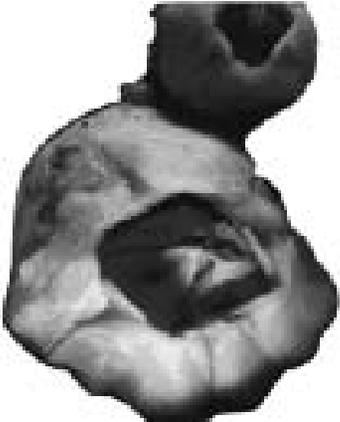
**Reading Standards
for Informational Text**
Grade 2
— a selection —

The Private Eye — (5X) Looking / Thinking by Analogy
A Guide to Developing the Interdisciplinary Mind

Reading for
Informational
Text



With TPE, students become detail-conscious, at ease with both literal *and* figurative language, and learn a simple strategy for asking and answering questions that works as well for understanding texts as for understanding objects. As students engage in loupe-exploring an object in detail for writing and drawing, they develop an itchy curiosity to learn more — to read *information* connected to their object. Private Eye lessons address multiple reading goals — integrated with writing and critical thinking skills.

(RI) Key Ideas and Details	The Private Eye Connection	Lesson Examples
<p>RI.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> 	<p>With TPE, students learn a simple strategy for asking and answering questions that works as well for understanding texts as for understanding objects.</p> <p>In addition to the usual <i>Who? What? Where?</i> questions, students ask TPE Questions focused for reading to help them really make sense of a text by relating it their own lives. They begin with: “What else does this [text/subject/information] remind me of —in my life? my school? my family? my neighborhood? in the news? in history? And “Why?” “What in the text made me think that?” Thus students can better understand both the central message(s) of a text and the meaning of key details in a text.</p> <p>“Key details in text” include both literal language and figurative language. The figurative language — the metaphors and similes the author chooses — is not merely colorful. Authors use metaphors and similes alongside literal language to provide rich detail, explain individual points, serve as analogous examples, and are also used to reveal and reinforce the author’s main idea. Students using TPE process become comfortable with these layered functions of language.</p> <p>As students become comfortable with TPE process, they <i>transfer</i> the critical thinking strategy they first practice on objects to text, with guidance and modeling from adults.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>Part V. Writing and Language Arts Tour: pp 110- 121 “Spider Lore”, pp. 116-117 (Adapt for 2nd grade)</p> <p>“Poetry’s Hardware”, p. 110 (Use Langston’s Hughes poem, “Mother to Son” discuss meaning based on details in text.)</p> <p>“The Great Analogy Hunt”, p. 111</p> <p>“Your Hand” pp. 84-91</p> <p>“Sandwich Poem” p. 105</p> <p>“Multicultural Superheroes” p. 200 (including “A dragon by inference, by analogy”)</p> <p>“Mythology: Mythologies express in analogy, in metaphor, what people universally need and want... ” p. 109</p> <p>“The Duties of a Superhero” p. 109</p> <p>“Superheroes: Male or Female?”, p. 109</p> 

(RI) Key Ideas and Details (con't.)	The Private Eye Connection	Lesson Examples
<p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> 	<p>In informational text, authors use literal alongside figurative language — including metaphors and similes — to express and support main topics.</p> <p>The main topic of a text is what the text is about. E.g., “Cabbage”. The text might share cabbage facts: each paragraph tends to profile some or all of the <i>who, what, where, when, how and why</i> of the topic. The main idea or purpose of a text is more complex, e.g., “Cabbage is a superhero among vegetables” — but the topic is still “Cabbage”.</p> <p>This passage from <i>National Geographic Kids</i> (online) supports the entry’s main topic: Bottlenose Dolphin Communication. The focus of the paragraph (below) is: Bottlenose Dolphin Sounds. (Notice how the facts — details of communication — are expressed in figurative language, in metaphors and similes.)</p> <p>“Their moans, groans, squeaks, whistles, and grunts can sound as if they’re a heavy metal band. But bottlenose dolphins make their own kind of music. Many of the sounds they make could be imitated by holding a balloon tightly by the neck, then letting the air out faster and slower.”</p> <p>As students use The Private Eye, they generate their own main topics for informational pieces. From their loupe-analogy lists — their comparisons — students just as fluidly create the focus of specific paragraphs in the text. They become comfortable using and understanding both literal and figurative language used to describe and explain topics. By “doing it themselves”, students are more apt to recognize main topics in the text of others. In addition to teacher-supplied texts, students can read each other’s TPE writings to help determine the main topic and the focus of specific paragraphs within the text. (See next column, “Memoirs...” for more detail.)</p>	<p>TPE core process (Part II, III, V)</p> <p>“Preview the Private Eye Process” pp. 16-17</p> <p>“Analogy Anatomy”, p. 42 (gives a quick look at why metaphors and similes are actually compressed analogies.)</p> <p>“Sandwich Poem” p. 105</p> <p>To help students recognize main topics when reading, have students write a “Sandwich Poem” or sandwich prose about a loupe-studied topic. Students can read each other’s TPE writings to help determine the main topic. There are endless topics for students to explore and read about: fingerprints, leaves, nuts, coins, bugs, broccoli, pine cones, etc.</p> <p>“Memoirs / Autobiography Snapshots” pp. 114-115</p> <p>Students can read each other’s TPE writings to help determine the main topic and the focus of specific paragraphs. When students write a short, multiparagraph “M memoir” stimulated by a loupe-studied object, they naturally generate ideas/ comparisons/ connections around which to build text. E.g., The main topic is, in this case, not the object prompting memories, but what the object reminds the student of: “Me” or “My Life” or “My Autobiography” or “My Past” or “My Summer Camping Trip” or “My Grandfather”.</p> <p>The focus of each paragraph is a mini-topic that supports the main topic. A piece on a grandfather might have paragraphs that focus on aspects or characteristics of the grandfather:</p> <ul style="list-style-type: none"> His beard His house His animals His stories Fun Times

(RI) Craft and Structure	The Private Eye Correlation	Lesson Examples
<p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>	<p>Conversations about text and ideas — and the words and phrases used — are typically animated because students find the overall TPE process so engaging. Clarifying the meanings of words and their usage is both challenging and enjoyable.</p> <p>Link informational texts (such as science and social studies readings) to TPE objects to explore. This close-up, first hand encounter really revs up understanding and “absorption” of words and phrases.</p>	<p>TPE core process (Part II, III, V) “Preview the Process”, pp.16-17</p> <p>“Animal Coverings: The Fabulous Body Suit”, pp. 160-161 — Adapt and connect this unit to science or other informational text reading. Link also to “Your Hand” pp.84-91</p> <p>“Barnacles (and Other Strong Attachments)”, pp. 152-154 Use as a model for how to link TPE to academic and domain-specific words in text.</p>

(RI) Craft and Structure	The Private Eye Correlation	Lesson Examples
<p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>In informational text, authors use literal alongside nonliteral or figurative language — including metaphors and similes —to express the main purpose of a text.</p> <p>The main purpose of a piece is not simply the topic — e.g., “Cabbage”. The main purpose is what an author (professional or student) thinks about a topic or wants to answer, explain or describe. A main purpose often arises out of a novel comparison and/or is supported by comparisons. E.g., “Cabbage is a superhero among vegetables”. The author then explains why the cost, nutrients, and preparation make this vegetable superior.</p> <p>This excerpt (below) from <i>National Geographic Kids</i> (online) supports the article’s main purpose: Bottlenose Dolphin Communication is fascinating. Notice how the facts describing dolphin sounds are expressed in figurative language / comparisons:</p> <p style="padding-left: 40px;">“Their moans, groans, squeaks, whistles, and grunts can sound as if they’re a heavy metal band. But bottlenose dolphins make their own kind of music. Many of the sounds they make could be imitated by holding a balloon tightly by the neck, then letting the air out faster and slower.”</p> <p>As students use The Private Eye, they generate their own ideas and purposes for informational texts. Their comparisons often describe something., e.g., a fingerprint: “My fingerprint is like a whirlpool. It reminds me of a hurricane and a maze.” Drawing from his loupe-analogy list, a student’s main purpose may be to describe the fingerprint. But the list also supplies ideas, interesting connections to hypothesize about, clues for why the fingerprint is the way it is. So comparisons <i>are also</i> ideas. Explaining one connection or comparison can become <i>the purpose of writing a longer piece</i>. When students explain why one thing reminds them another, they are adding key details to support the main idea. E.g., “Ants are like little dinosaurs. They have a bony outside and scary jaws. Their eyes seem cold. They often live in a jungle of grass.”</p> <p>Students can read their own and each other’s TPE writings and determine the main purpose. This becomes a bridge to finding and expressing the main purpose of a text by professionals.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Preview the Private Eye Process” pp. 16 -17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that</i>?” pp. 38-39</p> <p>“Your Hand” pp. 84-91</p> <p>Student Poem, p. 89: Read aloud. Ask students: What is the purpose? (The topic is “his fingerprint” but what is the purpose ? 1) To describe his fingerprint or 2) Answer what else his fingerprint reminds him of.</p> <p>Student Group Poem (by 2nd graders), p. 86 Read aloud. Ask students: What is the main purpose? The purpose could be: 1) Description of a hand; or 2) Answering the question: “What else does a hand reminds me of?”) Apply questions to other poems, pp. 85-87.</p> <p>“The Fingerprint and Oral Histories”, p. 198</p> <p>“Analogy Power”, p. 110</p> <p>“Sandwich Poem” / sandwich prose), p. 105</p> <p>“Memoirs / Autobiography Snapshots” pp. 114-115</p> <p>“Close, Closer, Closest”, p. 104</p> <p>“Analogy Anatomy”, p. 42</p> <p>“Analogy Acrobats”, pp. 118-119</p>

(RI) Integration of Knowledge & Ideas	The Private Eye Correlation	Lesson Examples
<p>RI.2.9. Compare and contrast the most important points presented in two texts on the topic.</p>  	<p>The Private Eye builds a habit of comparing and contrasting one thing with another, whether contemplating a loupe-study object and comparing it to what else it reminds one of, or comparing two texts on the same topic.</p> <p>One way to set the groundwork for comparing and contrasting two professional texts on the same topic is to have students compare and contrast the poems or writings that emerge from the class about one loupe-analogy-studied topic, e.g, “My Fingerprint” or “My Hand”. Just as students have noticed underlying similarities or characteristics shared between an object and what else it reminds them of using TPE, they now use the first Private Eye Question, to compare and contrast the most important points and key details in text. Once the important points of one of two texts has been named and discussed, students ask themselves: “What else does this important point in <u>this</u> text remind me of in <u>that</u> text?”</p> <p>The second Private Eye Question pulls students into analysis: <i>“Why did it remind me of that?”</i> — which forces them to examine and explain the underlying similarities and differences shared between the important points and details of each text.</p> <p>For groundwork to literary analysis, students need to understand the forms comparisons can take, including comparisons embedded in metaphors and similes: “_____” is like “_____”. Students use their comparisons to generate informational and literary writing that expresses main points and supportive, key details. They transfer this <i>insider</i> experience to understanding and analyzing professional text.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Preview the Private Eye Process” pp. 16 -17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that</i>?” pp. 38-39</p> <p>“Your Hand” pp. 84-91</p> <p>“Sandwich Poem” / sandwich prose), p. 105</p> <p>“Expand the Bones”, p.104</p> <p>“Totems and Talismans” p. 203</p> <p>“The Nature Essay”, p. 108 (+ weave in facts from 1-2 sources)</p> <p>“Adopt a Seed” or “Adopt a Tree”, 144 (+ weave in facts from 1-2 sources)</p> <p>“Barnacles and Other Strong Attachments” pp. 152-154</p> <p>“Dusty Miller and Cousins” p. 147</p>

(RI) Range of Reading / Level of Text Complexity	The Private Eye Correlation	Lesson Examples
<p>RL.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>The investigation of objects up close and personal with TPE process drives student interest in reading texts about that object to learn more — including history/social studies, science, and technical texts. Students move fluidly into research reading, weaving this research into class discussions and into writing that includes descriptions, comparisons and explanations inspired by their initial analogy lists — along with comparisons generated by The Private Eye strategy — even when not using a loupe.</p> <p>TPE evokes and trains students in core analytical / analogical thinking to improve comprehension and provide scaffolding for critiquing professional works.</p> <div data-bbox="821 721 1140 1049" data-label="Image"> </div>	<p>TPE core process (Part II, III, V) <i>Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i> — Introduction, pp. 79-99; “Writing and Language Arts Tour”, pp. 100-121; Art Tour, pp.122-138; Science Tour, pp. 139-171; Social Sciences and Multicultural Tour, pp.195-207</p>

<p>Reading Standards: Foundation Skills / Grade 2 — a selection —</p>	<p><i>The Private Eye — (5X) Looking / Thinking by Analogy</i> <i>A Guide to Developing the Interdisciplinary Mind</i></p>	
<p>Foundation Skills </p> <p>Helping students gather, elicit and discuss ideas is central to The Private Eye (TPE) process. Students record their ideas, reflections, observations, and inferences in their “bones-for-poems, stories, essays, memoirs” — then expand them into full pieces. The process enables teachers to naturally incorporate specific goals in phonics, grammar, and reading aloud.</p>		
<p>Phonics and Word Recognition</p>	<p>The Private Eye Correlation</p>	<p>Lesson Examples</p>
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Students apply grade-level phonics and word analysis skills to read poetry and prose they’ve written with The Private Eye process. They read their work aloud to the class. They also read aloud or silently a classmate’s work during sharing and peer editing. And they read Private Eye student work posted in the classroom. Short or long, these student-created texts are authentic texts that students write and read (encode and decode). This gives students a critically important bridge to identifying with authors and to reading texts in books, magazines, etc.</p>	<p>TPE core process (Part II, III, V) <i>Part II: Process and Tools, Part III: The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>“Preview the Process: Loupe-Look with Questions and Write” pp.16-17</p> <p>“Your Hand” pp. 84-91</p> <p>“Sandwich Poem” p. 105</p>
<p>Fluency</p>	<p>The Private Eye Correlation</p>	<p>Lesson Examples</p>
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.2.4.a. Read grade-level text with purpose and understanding.</p> <p>RF.2.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Students enjoy reading aloud their Private Eye prose and poetry with accuracy and expression. They become familiar with the vocabulary of their own and their classmates’ writings. Sharing and discussions help students learn new vocabulary words and their meanings. Different ways of using the same words stimulate lively conversations about text and reinforce students’ understanding of the printed words and their usage in a variety of contexts.</p>	<p>TPE core process (Part II, III, V) <i>Part II: Process and Tools, Part III: The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>“Preview the Process: Loupe-Look with Questions and Write” pp.16-17</p> <p>“Your Hand” pp. 84-91</p> <p>“Sandwich Poem” p. 105</p>

Writing Standards
Grade 2
— a selection —

The Private Eye — (5X) Looking / Thinking by Analogy
A Guide to Developing the Interdisciplinary Mind

Writing

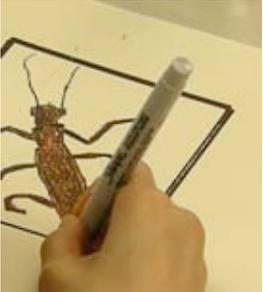


Writing of all types — opinion, informative/explanatory, and narrative (even poetry) — blooms with The Private Eye. Using TPE process, students generate detailed observations, comparative thinking, inferences and insights, in naturally structured sequences. They record their observations, ideas, opinions, knowledge, inferences — in both written work and drawings (non-linguistic representation). In a Private Eye exploration, everyday objects become topics for research, the basis for presenting an informed opinion, or inspiration for characters in a narrative. The Private Eye Questions and loupe process naturally lead students toward goals of the CCSS: to “...learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events”.*

*from the CCSS p.18 College and Career Readiness anchor

standards

Text Types and Purposes	The Private Eye Correlation	Lesson Examples
<p>W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> 	<p>Merriam Webster Dictionary defines an opinion as: <i>a belief, judgment, or way of thinking about something: what someone thinks about a particular thing.</i></p> <p>Using TPE, students easily write an opinion piece. An everyday object (e.g., a walnut, leaf, broccoli) becomes the topic. E.g.s.: “A leaf, up close, is another world.” “You think broccoli is boring, but it isn’t!” Indeed, louping an object with the 1st TPE Question generates an opinion!</p> <p>Students expand their loupe-analogy lists to introduce and profile the topic, and provide support for the opinion. The metaphors and similes on their lists typically capture characteristics; they convey literal, factual information, evidence. But whimsy may also support an opinion. When a student chooses 3-5 observations /comparisons from a list to expand into sentences, these form one or more paragraphs — giving the writing a natural and logical organizational structure.</p> <p>With the 2nd TPE Question, students add reasons for individual comparisons using linking words: “It reminds me of that because ... “ All this supports the topic. An overall judgment about the object shines through, but can also be explicitly stated as a conclusion. During theorizing (e.g., in the “Dusty Miller” model), students make inferences and support them with detailed evidence drawn from testing. Reports from such theorizing are longer opinion pieces. Finally, a topic for an opinion piece is often generated from one comparison on an initial loupe-analogy list — and expanded.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Preview the Process” pp. 16-17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that?</i>” pp. 38-39</p> <p>“Your Hand” pp. 84-91</p> <p>“Critique Analogies”, p. 40</p> <p>“The Nature Essay” p.108</p> <p>“Assignment Analogy Hunt” p.120”</p> <p>“A Lesson in Theorizing — Today’s Puzzler: Dusty Miller” pp. 54-55. (Use this model to investigate any subject. Write up your research conclusions and supporting evidence).</p> <p>“Change Angle of View” p.104</p> <p>“Close, Closer, Closest” p.104</p> <p>“Another version” p.104</p> <p>“Expand “The Bones” p.104</p> <p>“The Fingerprint and the Group” p. 196</p> <p>“Hands: Career Counseling” p.197</p>

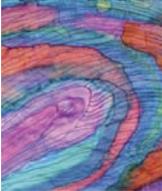
Text Types and Purposes (con't)	The Private Eye Correlation	Lesson Examples
<p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> 	<p>An everyday object (e.g., leaf, flower, rock, bug, strawberry) + the 5X loupe + the four TPE Questions provide a built-in structure for writing an informative / explanatory piece. It takes students over the hump of staring at a blank sheet, wondering where to start.</p> <p>The efficiency of the loupe-analogy list: It provides the topic with concrete descriptive details instantly. Most of the metaphors and similes listed will capture characteristics of the object, thus conveying literal, factual information. E.g., A crane fly is as delicate as a Chinese vase.</p> <p>A loupe-analogy list also typically generates one or more fresh ideas (tucked into comparisons / analogies / metaphors / similes) around which to focus a piece.</p> <p>One of the beauties of TPE is that with it, students naturally link ideas within and across categories using linking words (<i>and, also, etc.</i>) and express themselves in precise language. And they loupe-draw their objects, improving comprehension for both writer and reader.</p> <p>Using the 2nd TPE Question, students give reasons for individual comparisons (“This reminds me of _____ because.....”) which links ideas and supports the overall topic. Finally, students craft a concluding statement — with pizzazz!</p> <p>Whatever form the students’ writing might take, TPE lessons motivate students to explore word meaning, conduct research and think critically. It propels them into research reading to find facts to weave into their piece.</p> <p>For many reluctant writers TPE drawing is the perfect invitation to jump into writing. The confidence students feel after creating careful and detailed drawings generates pride and enthusiasm for writing. The “no wrong answers” climate and the focus on concrete objects makes it possible for all students to take chances and to participate fully in writing, sharing and revision.</p>	<p>TPE core process (Part II, III, V) <i>Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>“Preview the Process” pp. 16-17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that?</i>” pp. 38-39</p> <p>“The Nature Essay” p. 109</p> <p>“Travel Writing (Diary of a Place)” p.109</p> <p>“Change Angle of View” p. 104</p> <p>“Close, Closer, Closest” p. 104</p> <p>“Another version” p. 104</p> <p>“Expand “the bones” p. 104</p> <p>“Memoirs / Autobiography Snapshots” p. 114</p> <p>“Animal Coverings: The Fabulous Body Suit” pp. 160-161</p> <p>“Analogy Acrobats — In Journalism”, p. 119</p> <p>“Titles / Headlines” p. 120</p> <p>“A Lesson in Theorizing — Today’s Puzzler: Dusty Miller” pp. 54-55. (Use this model to investigate any subject. Write up your research conclusions and supporting evidence).</p> <p>“Drawing, Illustrating, Art using TPE” pp. 17, 26</p> <p><i>Part V: Art Tour</i> pp. 122-138</p> 

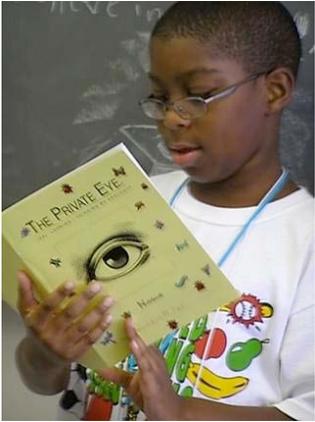
Text Types and Purposes (con't.)	The Private Eye Correlation	Lesson Examples
<p>W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> 	<p>Using TPE, students create flexible material for writing narratives, real or imagined. An everyday object (e.g., a fingerprint, a leaf, an apple cut to reveal the center caves and seeds) serves as springboard for a true story (e.g., memoir), inspires creation and development of fictional characters and plot, or a becomes a whole planet on which a sci fi adventure unfolds (“Planet Urchin”, p. 106-107, TPE book).</p> <p>An everyday object + the 5X loupe + the four TPE Questions take students over the hump of staring at a blank sheet, wondering where to start.</p> <p>The loupe smashes clichés about an object and reveals a surprising, hidden world. TPE Questions insure plenty of ideas for what to write about, uncover authentic feelings and thoughts, and provide rich, descriptive details, original action and plot sequences, intriguing landscapes, and freshly imagined characters — whether the narrator is crafting an imagined or real story.</p> <p>Students draw on connections they have made in their original loupe-analogy list to develop their narratives. They use events from real life — or from experience tweaked into fiction. One of the beauties of The Private Eye is that with it, students naturally link ideas within and across categories.</p> <p>It’s easy for third grade students to include temporal words and phrases in their stories to signal the order of events. In even “ordinary” students, TPE process rouses precise language: concrete words and phrases (including images in the form of metaphors and similes) and sensory details that make their stories come alive.</p> <p>Closure / Conclusion: When students write a “Sandwich poem” or “Sandwich prose” — they learn one technique for closure. Because the entire process is stimulating and integrated with the writer’s feelings, philosophies, and experience, students typically craft a conclusion that flows naturally from their narrated experiences or events. But a word of advice is still helpful: Create for a conclusion with zing!</p>	<p>TPE core process (Part II, III, V) <i>Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>“Sandwich Poem” p. 105</p> <p>“Planet Urchin” pp. 106-107</p> <p>“Change of Scale Stories” p. 107</p> <p>“Superheroes, Mythology, Real Life” p. 108</p> <p>“Mythology and Superheroes, Part 2 and Part 3” p. 109</p> <p>“Memoirs / Autobiography Snapshots” p. 114</p> <p>“The Family Memoir” p. 102</p> <p>“Analogy Acrobats” pp. 118-119</p> <ul style="list-style-type: none"> — To Set a Scene — To Present Characters — To Conceive Plot <p>“Spider Lore”, pp. 116-117</p> <p>“The Night Circus”, p. 112</p> <p>“A Wrinkle in Time”, p. 112</p> <p>“The Big Analogy Book”, p. 118</p> 

Production and Distribution of Writing	The Private Eye Correlation	Lesson Examples
<p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing</p>	<p>After students generate their loupe-lists, they enter the planning stage: What kind of writing piece to create? Which of the “bones” (for poems, stories, essays) to use? How to order events or details? Where to expand an explanation? Once they’ve created a working draft, students enter the revising and editing stage: they can exchange work in peer editing session — or hand in work for editing and writing support from the teacher. The editor’s job is to suggest ways to meet language and grammar conventions but also possible revisions that might strengthen the writing.</p> <p>Students then proceed to revise or rewrite another draft.</p>	<p>TPE core process (Part II, III, V)</p> <p>“Another version” p. 104</p> <p>“Expand “the bones” p. 104</p> <p>“2nd drafts” p. 104</p> <p>“Notes on Revisions: On a 2nd/3rd Draft” p. 114</p> 
<p>W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>The jeweler’s loupe (a magnifier) is considered “technology”.</p> <p>The work students generate with The Private Eye is deeply linked to their own personal experience. It means so much to them that even shy students find themselves willing to type their final drafts and share or publish them and their artwork on web sites or in class-published “books” or school-wide displays.</p>	<p>TPE core process (Part II, III, V)</p> <p>“Publish it!” p.121</p> <p>“Exhibit it!” p. 121</p> <p>“The 36 Week Plan — A Gift”, p. 102</p> <p>“The 36 Week Plan — A Greeting Card Factory” , p. 102</p> <p>“The 36 Week Plan — A Handmade Book” , p. 102</p>

Research to Build and Present Knowledge	The Private Eye Correlation	Lesson Examples
<p>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> 	<p>Research and evidence-based thinking is built into TPE process. Students tap into innate curiosity as they loupe-explore an object of choice — or one the teacher provides that relates to a course of study. An everyday object + loupe + The Private Eye’s four questions lead directly into conducting research projects, short or long, that build knowledge about an object / topic.</p> <p>With the first question of TPE process, students develop not only interest in an object (leaf, popcorn, broccoli, coin) but potential lines of research that arise from surprising connections. All four TPE Questions help students build knowledge about a topic and send them into research reading for more information and insight. (Even third grade students can use all four TPE Questions to conduct an investigation into which clues (from their loupe-lists) shed insight into why a chosen object has the features it has, develop a thesis or hypothesis about some feature of their object, and conduct more sophisticated, original research.)</p> <p>(The Dusty Miller Lesson in Theorizing, pp. 54-55, TPE book, is a model of a short research project — but one that can grow into extended research depending on time and student involvement.)</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Pick a Pocket Museum” pp. 76-77</p> <p>“Preview the Process” pp. 16-17</p> <p>“Scientific Literacy”, p.51</p> <p>“The Research Habit”, p. 52</p> <p>“The Loupe + Analogy Bridge to theorizing: the central role of imagery in the arts and sciences”, p. 53</p> <p>“A Lesson in Theorizing — Today’s Puzzler: Dusty Miller” pp. 54-55. (Use this model to investigate any subject. Write up your research conclusions and supporting evidence).</p> <p>“The Development of a Theory” (from simile and metaphor to theory) p. 56</p> <p>“Meet the Muse” p. 101</p> <p>“Geology — Crystals, Minerals, Rocks” p. 162</p> <p>“Sand” p. 162</p>
<p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question</p> 	<p>The first Private Eye question stimulates a student to recall relevant information from experience when considering any topic. “It reminds me of...” The next three TPE questions boost a student into explaining more about her thinking and lead into theorizing and research — to gather relevant information on the topic.</p> <p>With TPE, creating personal analogies is based on recalling (past) relevant experience and connecting it to present experience—which makes the new subject that much more memorable and easier to recall. Students “bond” with their object/subject of study. With a burst of motivation, students care to read for more information, are willing to take brief notes on their reading from print and digital sources, and find it easier to recall information for use in any kind of writing project. During Team or solo Theorizing students create a hypothesis and sort information and evidence into categories supporting or undermining a thesis.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Your Hand” pp. 84-91</p> <p>“Sandwich Poem” p. 105</p> <p>“Preview the Process” pp. 16-17</p> <p>“Pick a Pocket Museum” pp. 76-77</p> <p>“The Secret of an Analogy”, p. 44</p> <p>“Power Analogies”, p. 45</p> <p>“The Research Habit”, p. 52</p> <p>“A Lesson in Theorizing — Today’s Puzzler: Dusty Miller”, pp. 54-55 (Use this model to investigate any subject. Write up your research conclusions and supporting evidence).</p>

<p>Speaking and Listening Standards Grade 2 — a selection —</p>	<p><i>The Private Eye — (5X) Looking / Thinking by Analogy</i> <i>A Guide to Developing the Interdisciplinary Mind</i></p>	
<p>Speaking & Listening </p>	<p>The Private Eye process creates a culture of safety and respect that makes teaching speaking and listening skills a joy. Because there’s “no wrong answer” and because each student is “a magnifier” for the rest – students quickly lose fear and share discoveries, observations and inferences. Students readily share their work and are highly motivated to enter into collaborative discussions — all the while building critical thinking skills.</p>	
<p>Comprehension & Collaboration</p>	<p>The Private Eye Correlation</p>	<p>Lesson Examples</p>
<p>SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger group</p> <p>SL.2.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.2.1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>TPE four questions + loupe + objects provide ready-made, year-round topics for collaborative discussion. It offers a sequence of questions students ask and answer, and a highly motivating structure for observing and expressing ideas clearly. The loupe + object + questions help students stay on topic and link to the comments of others. Student answers reveal concentration and attention to the topic. E.g., students identify reasons and evidence for particular points (“Why did it remind me of ___?” “It reminds me of ___ because....” See TPE book pp. 38-39).</p> <p>In discussions, formal or informal, students work with partners, in small groups, or in larger groups. Discussions can be spontaneous—about an unexpected object of inquiry—or planned. They can focus on objects everyone in a group has access to. They can focus on TPE projects students have previously prepared (writings, artwork, research, etc.). They can involve only one stage of TPE or go all the way to the discussions and analysis of theorizing</p> <p>TPE overlaps tightly with CCSS: “... ample opportunities [for students] to take part in a variety of rich, structured conversations...[to] contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.” Common Core College and Career Anchor Standards for Speaking and Listening, p.22</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Preview the Process” pp. 16-17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that?</i>” pp. 38-39</p> <p>“Your Hand” pp. 84-91</p> <p>“What Am I?” p. 24</p> <p>“Sandwich Poem” p. 105</p> <p>“Memoir / Autobiography Snapshots” p. 114</p> <p>“Travel Writing (Diary of a Place)” p. 108</p> <p>“The Fingerprint & Oral Histories” p. 198</p> <p>“A Lesson in Theorizing — Today’s Puzzler: Dusty Miller”, pp. 54-55 (Use this model to each children how to investigate a subject and how to collaborate in discussions — which boost the theorizing process. Write down tentative research conclusions and supporting evidence).</p>

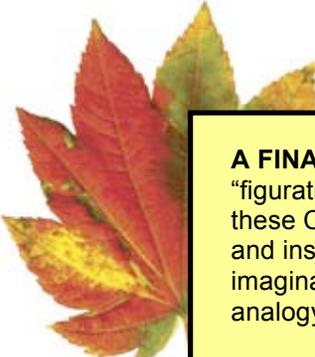
Comprehension & Collaboration	The Private Eye Correlation	Lesson Examples
<p>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> 	<p>When students are all investigating a similar object (e.g., oak leaves) using TPE, they share the same question-loop to help order their thoughts, investigate more deeply, and clarify with fresh details. E.g., On the simplest level, after one student shares a list of what else something reminds her of, it's a form of elaboration for the next student to share what else it reminded him of not included in the first speaker's list.</p> <p>But the second TPE Question provides an opportunity for deeper understanding with a related question for the listener to ask the speaker — if the speaker has not already explained why it reminded her of “that”. In fact, young or old, we often aren't sure, immediately, why one thing has reminded us of another, and it takes time to think out. But the brain is a powerful, logical organizer. There's always some interesting reason why one thing reminds us of another, some underlying characteristic shared in the comparison. It becomes a stimulating collaborative quest to uncover perhaps even several reasons why one thing can be likened to another. Questions of one's experience arise (e.g., “It reminds you of terraces in Peru? Have you been to Peru?” And questions of why and how arise, building on the subject naturally. The last TPE questions provides scaffolding for posing possible “answers” to questions that arise in collaborative discussion.</p> <p>During TPE “Show and Tell” classmates listen to each other's reports about an object brought from home or collected — using TPE questions as a structural sequence for sharing observations, claims, ideas, points. Or classmates listen to more formal presentations of prepared TPE writings, artwork + any outside research by the speaker.</p> <p>Regardless, both speaker and listener share familiarity with using TPE Questions as their presentation structural guide. This foundation helps to improve the quality of the listener's comprehension and contributions. (Within TPE structure, there's ample room for additional questions to arise.)</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Preview the Process” pp. 16-17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that</i>?” pp. 38-39</p> <p>“The Fingerprint & Oral Histories” p. 198</p> <p>“Memoir / Autobiography Snapshots” p. 115</p> <p>“Travel Writing (Diary of a Place)” p. 108</p> <p>“A Lesson in Theorizing — Today's Puzzler: Dusty Miller”, pp. 54-55</p> <p>(Use this model to each children how to investigate a subject and how to collaborate in discussions — which boost the theorizing process. Write down tentative research conclusions and supporting evidence).</p> 

Presentation of Knowledge and Ideas	The Private Eye Correlation	Lesson Examples
<p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> 	<p>Every TPE lesson invites students to report on a topic of investigation or share an experience or story. TPE's four inquiry questions provide an organized, built-in, logical structure for generating a report, telling story or recounting of an experience. They guide a student to develop a main idea or theme, supported by relevant descriptive details and appropriate facts. A topic and experience might be: "The Day I Realized Ants are Cool!" Remember: ideas, descriptive details, and facts all arise out of a student's loupe-analogy list, expressed in figurative and non-figurative language. Embedded in those lively metaphors and similes are fresh ideas and connections, and <u>literal</u> characteristics and properties of an object, i.e., facts — expressed with the virtues of compression and precision.</p> <p>Whether sharing their analogy lists, poetry or creative writing, or reporting on topics under investigation, students are animated and enthusiastic. Students develop an appreciation for other ways of thinking or approaching a subject. Widely divergent ideas are allowed to surface in this climate of mutual respect.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>"Preview the Process: pp. 16-17</p> <p>"The Intelligent Private Eye: Why did it remind me of <i>that?</i>" pp. 38-39</p> <p>"Your Hand" pp. 84-91</p> <p>"Memoir / Autobiography Snapshots" p. 114</p> <p>"Travel Writing (Diary of a Place) " p. 108</p> <p>"The Fingerprint & Oral Histories" p. 198</p> <p>"Adopt a Tree", p. 144</p> <p>"Seed Pods Pop", p. 145</p> <p>"Flower Power!", p. 146</p> <p>Origami Leaves", p. 146</p> <p>"Plant Defense", p. 147</p>
<p>SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>Students love to make audio recordings of their TPE poems and writings of which they are justly proud. Students are willing to practice recitation before recording and their investment in the work improves the fluency, expression and pace of reading.</p>	<p>"George Washington Carver's Garden ...", p. 148</p> <p>"A Cup of Soil", p. 148</p> <p>"A Winding of Worms", p. 149</p> <p>"Wild and Woolly — Insects", p. 150</p> <p>"Barnacles and Other Strong Attachments", pp. 152-154</p> <p>"Slugs, Snails and Puppy Dog's Tails", pp. 157-159</p>
<p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)</p>	<p>Teachers can adapt classroom TPE discussions and reports to a variety of purposes, in which complete and incomplete sentences each have a role. E.g., on a simple level, on some days the teacher can direct students to answer TPE Questions in complete sentences. "It reminded me of _____ because _____." For contrast and clarity, the teacher can have one set of students answer TPE Questions in complete sentences, another set of students answer in incomplete sentences.</p>	<p>"Animal Coverings - The Fabulous Body Suit", pp. 160-161</p> <p>"A Lesson in Theorizing — Today's Puzzler: Dusty Miller" (Use this model to investigate any subject) pp 54-55. (Write up your research conclusions and supporting evidence).</p> <p>"Science Tour", pp 139-171 (Full of topics!)</p> <p>"Social Sciences Tour", pp. 195-207 (Full of topics!)</p> <p>"Art Tour", pp. 122-138 for Visual Displays & Art</p>

<p>Language Standards Grade 2 — a selection —</p>	<p><i>The Private Eye — (5X) Looking / Thinking by Analogy</i> <i>A Guide to Developing the Interdisciplinary Mind</i></p>	
	<p>The Private Eye activities provide a powerful teachable moment for grammar and usage. With TPE, students <i>care</i> about what they’ve noticed, expressed and written. Their expressions contain fresh ideas and precise, colorful, figurative language. Their work is charged with personal meaning. Given this investment, students are especially open to discussions about usage, language conventions, spelling, punctuation, sentence structure and other basics of language. The quality of output begs for publication which students readily embrace with polished drafts.</p>	
<p>Conventions of Standard English</p>	<p>The Private Eye Correlation</p>	<p>Lesson Examples</p>
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>a. Use collective nouns (e.g., <i>group</i>).</p> <p>L.2.1b, c, d, e. (using nouns and verbs in regular and irregular ways, or in various tenses, including. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>L.2.1a. Interest in language increases with TPE. In response to TPE Questions while loupe-studying an object (or even without a loupe), students answer using nouns, pronouns, verbs, adjectives and adverbs naturally and eagerly. E.g., “The bumps on the sea urchin look like little pink volcanoes. The in-between holes remind me of tiny windows. If I landed on a planet like this, it would be so colorful!” It’s a perfect opportunity to have a direct lesson on parts of speech — and have students explain the function of the parts of speech they’ve used in a given sentence.</p> <p>L.2.1b, c, d. After students generate a loupe-analogy list, there are ample opportunities to experiment with nouns and verbs. E.g., Verb Tense: Today we’ll share or write our list/writing/story/report in two ways: first using present tense verbs, then changing all the verbs to past tense. Then we’ll discuss the difference.</p> 	<p>TPE core process (Part II, III, V) <i>Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>“Preview the Process” pp.16-17</p> <p>“Your Hand” pp. 84-91</p> <p>“Sandwich Poem / Prose” p. 105</p> <p>“Analogy [Phrasing] Options” p. 111</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that?</i>” pp. 38-39</p> <p>“A Lesson in Theorizing — Today’s Puzzler: Dusty Miller” (Use this model to investigate any subject) pp 54-55. (Write up your research conclusions and supporting evidence).</p>

Conventions of Standard English (con't)	The Private Eye Correlation	Lesson Examples
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2.a Capitalize holidays, product names, and geographic names.</p> <p>L.2.2.c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>L.2.2. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p>	<p>L.2.2.a With TPE, students create “loupe-lists”, choose their favorite comparisons to incorporate into a poem, story, report, etc. — then create a title — which calls for correct capitalization. The “Sandwich Poem” or “Sandwich Prose” is easy to create and even easier to title: the name of the object the student is observing. But opportunities for more complex titles arise when creating a “Planet Urchin”-type story or a Fingerprint reflection or reports and stories on an endless number of object-based topics. Titling a piece can be inspired by one of the comparisons from the original analogy-loupe-list. Titling a piece is stimulating (See “Titles / Headlines” p. 120) and an opportunity to teach, learn, and use correct capitalization.</p> <p>L.2.2.c. TPE writing offers an opportunity to have students practice forming and using possessives. For a lesson in possessives the teacher can direct students to <u>name the part</u> they are observing and making a comparison about: E.g., “The shell’s edge is made of waves.” The flower’s stem reminds me of straw.” Students can work with singular possessives, then plural, then both: “The petals’ edges look like saw’s teeth.” Possessive pronouns: “My flower’s pink petals remind me of a sunset and soft beach and a bed I’d like to sleep on.”</p> <p>L.2.2. e, TPE writing is an opportunity for students to practice copy editing for correct spelling, capitalization and commas in their own work or a peer’s work. If work is to be displayed or “published”, motivation to have everything “correct” is especially high.</p> 	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Preview the Process” pp.16-17</p> <p>“Your Hand” pp. 84-91</p> <p>“Writing and Language Arts — with the Analogy Loupe” pp. 100-121</p> <p>“Sandwich Poem / Prose” p. 105</p> <p>“Planet Urchin” pp. 106-107</p> <p>“Thinking by Analogy: Titles / Headlines”, p. 120 (Did the title give a clue to the author’s theme or main idea in the piece?)</p> <p>“Analogy [Phrasing] Options” p. 111</p> <p>“2nd drafts” p. 104</p> <p>“Notes on Revisions: On a 2nd/3rd Draft” p. 114</p>

Knowledge of Language	The Private Eye Correlation	Lesson Examples
<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.3.a. Choose words and phrases for effect. Compare formal and informal uses of English</p>	<p>All four TPE Questions lead students to make fresh, surprising, interesting connections expressed in both figurative and literal language. When students really understand there’s “no wrong answer” to TPE Questions and that their brains make endless interesting connections, the words and phrases that emerge—even from those who are quiet or shy—convey ideas, feelings, and descriptions with precision and color. As students repeat the process they begin to fall in love with language and, with encouragement from adults, can begin to “play” with and manipulate their language for effect. Students consider which of their initial phrases and comparisons feel or sound the most pleasing or have the greatest “punch” or intrigue for use in a story, poem, report or essay. They consider word choice, synonyms, and phrases that, altered, carry a different meaning.</p> <p>Classroom discussions center on word meanings and nuances, the imaginative use of language, and powerful words. Discussion, writing, and revision all naturally engage students in learning and expanding knowledge of formal and informal language for use in writing and speaking, which transfers into reading.</p>	<p>TPE core process (Part II, III, V) <i>Part II: Process and Tools</i> <i>Part III: The Interdisciplinary Mind Close-up</i> <i>Part V: Curriculum Tour</i> Preview the Process” pp.16-17</p> <p>“Your Hand” pp. 84-91 “Sandwich Poem” p. 105 “The Secret of an Analogy”, p. 44 “Power Analogies”, p. 45 “The Intelligent Private Eye: Why did it remind me of <i>that?</i>” pp. 38-39 “2nd drafts” p. 104 “Notes on Revisions: On a 2nd/3rd Draft” p. 114</p>
Vocabulary Acquisition and Use	The Private Eye Correlation	Lesson Examples
<p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.2.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.2.4.e Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>Exploring the meanings of words in a range of contexts is at the heart of The Private Eye. The process of thinking by analogy unlocks vocabulary and phrasing. In the comparisons that TPE Questions generate, students surprise themselves with words and phrasings they may have heard or read but never before actively used. Or other students in class may use unfamiliar words in comparisons. In the culture of openness that TPE generates, students are motivated to find out word meanings as well as to use and learn other new words. They like trying out their new words and seeing how they work in different contexts. It’s not the words alone, it’s the thinking behind the words/phrases that stimulates students!</p> <p>Classroom discussions center on word meanings and nuances, the imaginative use of language, and powerful words. Students are motivated to expand vocabulary and consult glossaries and beginning dictionaries to improve word choice and precision.</p>	<p>TPE core process (Part II, III, V) <i>Part II: Process and Tools, Part III: The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>“Preview the Process: Loupe-Look with Questions and Write” pp.16-17 “Your Hand” pp. 84-91 “The Loupe Questions”, p. 25 “The Intelligent Private Eye: Why did it remind me of <i>that?</i>” pp. 38-39 “Analogy Anatomy” pp. 42-43 “Critique Analogies” p. 40 “Examine Analogies” p. 41</p>

Vocabulary Acquisition and Use (con't)	The Private Eye Correlation	Lesson Examples
<p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p>L.2.5.b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</p> 	<p>Using TPE, students create literal and nonliteral language with ease as they answer the 1st question in TPE process: “<i>What else does this remind me of? What else does it look like? Or move like? or Feel like? What else? What else? What else?</i>” Answers typically take the form of metaphors and similes. (No need to teach the terms.) Prompted by the 2nd TPE Question, “<i>Why did it remind me of that?</i>”, students explore and explain the meaning of the nonliteral (figurative) language; they discuss the connection or similarity expressed in the comparison... (the underlying literal characteristics shared by the two sides of their comparisons). E.g., “He has a nose <i>like a beak</i>.” = “a nose as pointed or sharp or long as a bird’s beak”. Discussion helps students understand that tucked inside the nonliteral, figurative language is literal truth/fact — it’s just said in a livelier, usually compact way using a concrete image. Discussion also reveals that phrases can be compressed: “He has a <i>beak-like</i> nose.” Repeating TPE process, students gain fluency and ease in making their own figurative language — and this deep familiarity improves their ability to distinguish literal from nonliteral meanings, and interpret nonliteral (figurative) language in texts.</p> <p>With TPE, classroom discussions center on word meanings and nuances, the imaginative use of language, and powerful words. Discussion, writing, and revision all naturally engage students in figurative language — which is metaphoric, analogical thinking.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III: The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>(Note: Similes and metaphors are compressed analogies.)</p> <p>“Preview the Process” pp.16-17</p> <p>“Your Hand” pp. 84-91</p> <p>“Sandwich Poem” p. 105</p> <p>“The Loupe Questions”, p. 25</p> <p>“Analogy Anatomy” pp. 42-33</p> <p>“Critique Analogies” p. 40</p> <p>“Examine Analogies” p. 41</p> <p>“Analogy [Phrasing] Options — Similes, Metaphors” p. 111</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that</i>?” pp. 38-39</p>  
<p>A FINAL NOTE: The Private Eye is a powerful tool for developing nonliteral, figurative language. But “figurative language” is not <i>just</i> “figurative language” — to be saved for a few standards. As noted in many of these Correlations, metaphors and similes are the “heavy lifters” of literacy! They provide fresh connections and insights; they express themes, add precision, color and details, engage the reader or listener’s imagination, make settings, events and characters come to life. Making a metaphor or simile (thinking by analogy) is an act of close observation and mental comparison.</p> <p>Given that metaphors and similes are compressed analogies and that analogical thinking is the root of thinking, indeed the root of language itself, making and understanding metaphors and similes needs to be a year-round pursuit. The Private Eye makes this pursuit easy and riveting for students.</p>		