

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Personification

from “The Recess Question”

Personification gives human actions or feelings to something that is not human.

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is personification.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we NOTICE figurative language in the reading, CHOOSE the correct type, SHOW what it means, OWN it by writing our own, then DEFEND why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Prepare Cluster Module Module 1 • a class or student copy of “The Recess Question” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 1 of 36 • Prepare Cluster • Module Module 1 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “Sneakers hurried across the floor.”
(Personification)

Sentence : “Sneakers hurried across the floor.”
(Personification)

Sentence : “Sneakers hurried across the floor.”
(Personification)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can notice personification in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the personification.

Read this sentence from the passage. Find the words that show personification.

"Sneakers hurried across the floor."

I CAN I can notice personification in our reading.

Grade 3 • Prepare Cluster • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice personification in the reading."

▶ Read the I can statement aloud, then the task on the slide: Notice the personification. Read this sentence from the passage. Find the words that show personification.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The personification is in the words Sneakers hurried. Sneakers cannot hurry on their own. The author gives them a human action to show how fast the students moved.

TEKS 10(D) • Figurative Language • Week 1 of 36 • Prepare Cluster • Module Module 1 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call a person's action personification. Personification only happens when something NOT human acts or feels like a person.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Choose the correct type.

What kind of language does the author use in this sentence?

"Sneakers hurried across the floor."

A. Metaphor B. Personification C. Hyperbole

I CAN I can identify the type of language the author uses and explain how I know.

Grade 3 • Prepare Cluster • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct type. What kind of language does the author use in this sentence?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: B. Personification. The words Sneakers hurried show personification. Personification gives human actions or feelings to something that is not human.

TEKS 10(D) • Figurative Language • Week 1 of 36 • Prepare Cluster • Module Module 1 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call a person's action personification. Personification only happens when something NOT human acts or feels like a person.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what the personification means."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What does this personification help the reader understand?

"Sneakers hurried across the floor."

I CAN I can explain what personification means in context.



Grade 3 • Prepare Cluster • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what the personification means."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What does this personification help the reader understand?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The word hurried makes the shoes seem eager, just like the students racing to recess.

TEKS 10(D) • Figurative Language • Week 1 of 36 • Prepare Cluster • Module Module 1 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call a person's action personification. Personification only happens when something NOT human acts or feels like a person.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write my own example of personification."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write your own sentence using personification.

Write your own sentence using personification.

I CAN I can write my own sentence using personification.



Grade 3 • Prepare Cluster • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own example of personification."

▶ Read the I can statement aloud, then the task on the slide: Own it. Write your own. Write your own sentence using personification.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. A correct answer uses personification clearly. Personification gives human actions or feelings to something that is not human.

TEKS 10(D) • Figurative Language • Week 1 of 36 • Prepare Cluster • Module Module 1 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call a person's action personification. Personification only happens when something NOT human acts or feels like a person.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use personification instead of plain language?

"Sneakers hurried across the floor."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 • Prepare Cluster • Figurative Language • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend.
 Explain why the author used it. Why did the author use personification instead of plain language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author makes the sneakers act like people so the reader feels the students' excitement about recess.

TEKS 10(D) • Figurative Language • Week 1 of 36 • Prepare Cluster • Module Module 1 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call a person's action personification. Personification only happens when something NOT human acts or feels like a person.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find personification on your own.

Go back to the passage. Find one more example of personification. Write the words and explain what they mean.

Go back to the reading.

Find one more example of personification.

Copy the exact words. Then explain what they mean and why the author used them.

I CAN I can find and explain personification on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to find and use figurative language on your own.”

▶ *Read the Your Turn task: Go back to the passage. Find one more example of personification. Write the words and explain what they mean. Students work independently on the tracking sheet.*

“Think about what the words really mean, not just what they say on the surface.”

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: Sneakers hurried across the floor.

TEKS 10(D) · Figurative Language · Week 1 of 36 · Prepare Cluster · Module Module 1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.

NOTICE

The personification is in the words Sneakers hurried. Sneakers cannot hurry on their own. The author gives them a human action to show how fast the students moved.

CHOOSE

B. Personification. The words Sneakers hurried show personification. Personification gives human actions or feelings to something that is not human.

SHOW

The word hurried makes the shoes seem eager, just like the students racing to recess.

OWN

Answers vary. A correct answer uses personification clearly. Personification gives human actions or feelings to something that is not human.

DEFEND

The author makes the sneakers act like people so the reader feels the students' excitement about recess.

YOUR TURN

Answers vary. One example: Sneakers hurried across the floor.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

"If you missed one, that is where your learning is. Go back to the reading and look at the words again."

▶ *Celebrate strong thinking about why the author chose those words, not just naming the device.*

ANSWER KEY: NOTICE: The personification is in the words Sneakers hurried. Sneakers cannot hurry on their own. The author gives them a human action to show how fast the students moved.; CHOOSE: B. Personification. The words Sneakers hurried show personification. Personification gives human actions or feelings to something that is not human.; SHOW: The word hurried makes the shoes seem eager, just like the students racing to recess.; OWN: Answers vary. A correct answer uses personification clearly. Personification gives human actions or feelings to something that is not human.; DEFEND: The author makes the sneakers act like people so the reader feels the students' excitement about recess.; Your Turn: Answers vary. One example: Sneakers hurried across the floor.

TEKS 10(D) · Figurative Language · Week 1 of 36 · Prepare Cluster · Module Module 1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

Sneakers hurried across the floor.**Why does the author say that sneakers 'hurried' across the floor?**

- A** to explain that the students were late for recess
- B** to describe the type of shoes the students were wearing
- C** to show how eagerly the students rushed toward recess
- D** to prove that running in the hallway was allowed at school

The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Figurative Language

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show ~4 min

What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, the kind you see on the state assessment.”▶ *Read the passage and the question aloud: Why does the author say that sneakers 'hurried' across the floor?***“Read all four choices before you decide. Think about what the words really mean in this passage.”**▶ *Give think time. Have students choose privately before any discussion.***ANSWER KEY:** The answer is C.

TEKS 10(D) · Figurative Language · Week 1 of 36 · Prepare Cluster · Module Module 1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is C.

- A to explain that the students were late for recess**
The passage does not say students were late. The word 'hurried' gives the sneakers a human action.
- B to describe the type of shoes the students were wearing**
The sentence is about movement, not footwear style.
- C to show how eagerly the students rushed toward recess**
Correct. Sneakers cannot hurry on their own. The author gives them a human action to show the students' excitement.
- D to prove that running in the hallway was allowed at school**
The passage does not discuss hallway rules.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is C. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: C. Why each: A to explain that the students were late for recess: The passage does not say students were late. The word 'hurried' gives the sneakers a human action.; B to describe the type of shoes the students were wearing: The sentence is about movement, not footwear style.; C to show how eagerly the students rushed toward recess: Correct. Sneakers cannot hurry on their own. The author gives them a human action to show the students' excitement.; D to prove that running in the hallway was allowed at school: The passage does not discuss hallway rules.

TEKS 10(D) · Figurative Language · Week 1 of 36 · Prepare Cluster · Module Module 1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Literal and Figurative Language

from “The Mystery of the Traveling Shell”

Literal language means exactly what the words say. Figurative language uses words in a special way to compare, exaggerate, or create a picture.

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is literal and figurative language.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we NOTICE figurative language in the reading, CHOOSE the correct type, SHOW what it means, OWN it by writing our own, then DEFEND why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Prepare Cluster Module Module 2 • a class or student copy of “The Mystery of the Traveling Shell” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 2 of 36 • Prepare Cluster • Module Module 2 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “Poverty Point was far inland, nowhere near the ocean.” (*Literal*)

Sentence : “Emsy sketched a tiny shell beside the word coastal and drew a question mark.” (*Literal*)

Sentence : “The seashell probably reached Poverty Point through long-distance trade.” (*Literal*)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can tell if language is literal or figurative."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the language.

Read this sentence from the passage. Does it mean exactly what it says?

"Poverty Point was far inland, nowhere near the ocean."

I CAN I can tell whether the author's words are literal or figurative.

Grade 3 • Prepare Cluster • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can tell if language is literal or figurative."

▶ Read the I can statement aloud, then the task on the slide: Notice the language. Read this sentence from the passage. Does it mean exactly what it says?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Literal. This sentence means exactly what it says. Poverty Point was a long way from the ocean.

TEKS 10(D) • Figurative Language • Week 2 of 36 • Prepare Cluster • Module Module 2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Choose the correct type.

Is this sentence literal, or does it use a kind of figurative language?

"Poverty Point was far inland, nowhere near the ocean."

A. Literal B. Simile C. Personification

I CAN I can identify the type of language the author uses and explain how I know.

Grade 3 • Prepare Cluster • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct type. Is this sentence literal, or does it use a kind of figurative language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: A. Literal. This sentence means exactly what it says. Poverty Point was a long way from the ocean.

TEKS 10(D) • Figurative Language • Week 2 of 36 • Prepare Cluster • Module Module 2 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what literal language tells me."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What exact information does this sentence give the reader?

"Emsy sketched a tiny shell beside the word coastal and drew a question mark."

I CAN I can explain what literal language tells the reader.



Grade 3 • Prepare Cluster • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what literal language tells me."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What exact information does this sentence give the reader?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Emsy really drew a small shell and a question mark in her notebook. The words mean just what they say.

TEKS 10(D) • Figurative Language • Week 2 of 36 • Prepare Cluster • Module Module 2 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write literal and figurative sentences."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write one literal sentence and one figurative sentence about the same topic.

Write one literal sentence and one figurative sentence
about the same topic from the passage.

I CAN I can write a literal sentence and a figurative sentence about one topic.



Grade 3 · Prepare Cluster · Figurative Language · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·
Thursday · OWN · Advanced

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write literal and figurative sentences."

▶ Read the I can statement aloud, then the task on the slide: Own it.
Write your own. Write one literal sentence and one figurative sentence
about the same topic.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own
answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. The literal sentence means exactly what it
says; the figurative sentence compares, exaggerates, or gives human
traits.

TEKS 10(D) · Figurative Language · Week 2 of 36 · Prepare
Cluster · Module Module 2 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the
figurative language means.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the
words mean exactly what they say, the language is literal.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally
true, but it helps the reader understand an idea in a new
way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example.
Keep the demand at this level; save deeper analysis for
later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which
primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why does the author use plain, literal words here?

"The seashell probably reached Poverty Point through long-distance trade."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 · Prepare Cluster · Figurative Language · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·
Friday · DEFEND · Reflective

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend. Explain why the author used it. Why does the author use plain, literal words here?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author uses literal words so the reader can follow each clue and trust the facts in the mystery.

TEKS 10(D) · Figurative Language · Week 2 of 36 · Prepare Cluster · Module Module 2 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find literal language on your own.

Go back to the passage. Find one more literal sentence and explain how you know.

Go back to the reading.

Find one sentence that means exactly what it says.

Copy the exact words and explain how you know it is literal.

I CAN I can find literal language and explain how I know.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to find and use figurative language on your own.”

▶ *Read the Your Turn task: Go back to the passage. Find one more literal sentence and explain how you know. Students work independently on the tracking sheet.*

“Think about what the words really mean, not just what they say on the surface.”

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: Emsy sketched a tiny shell beside the word coastal and drew a question mark.

TEKS 10(D) · Figurative Language · Week 2 of 36 · Prepare Cluster · Module Module 2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.

NOTICE

Literal. This sentence means exactly what it says. Poverty Point was a long way from the ocean.

CHOOSE

A. Literal. This sentence means exactly what it says. Poverty Point was a long way from the ocean.

SHOW

Emsy really drew a small shell and a question mark in her notebook. The words mean just what they say.

OWN

Answers vary. The literal sentence means exactly what it says; the figurative sentence compares, exaggerates, or gives human traits.

DEFEND

The author uses literal words so the reader can follow each clue and trust the facts in the mystery.

YOUR TURN

Answers vary. One example: Emsy sketched a tiny shell beside the word coastal and drew a question mark.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Go back to the reading and look at the words again.”

▶ *Celebrate strong thinking about why the author chose those words, not just naming the device.*

ANSWER KEY: NOTICE: Literal. This sentence means exactly what it says. Poverty Point was a long way from the ocean.; CHOOSE: A. Literal. This sentence means exactly what it says. Poverty Point was a long way from the ocean.; SHOW: Emsy really drew a small shell and a question mark in her notebook. The words mean just what they say.; OWN: Answers vary. The literal sentence means exactly what it says; the figurative sentence compares, exaggerates, or gives human traits.; DEFEND: The author uses literal words so the reader can follow each clue and trust the facts in the mystery.; Your Turn: Answers vary. One example: Emsy sketched a tiny shell beside the word coastal and drew a question mark.

TEKS 10(D) · Figurative Language · Week 2 of 36 · Prepare Cluster · Module Module 2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

Poverty Point was far inland, nowhere near the ocean.

Is this sentence literal or figurative?

- A** literal, because it tells exactly where Poverty Point was
- B** figurative, because it compares Poverty Point to an ocean
- C** figurative, because it gives the land human feelings
- D** literal, because it tells how Emsy felt about the shell

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show ⌚ ~4 min
What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, the kind you see on the state assessment.”

▶ *Read the passage and the question aloud: Is this sentence literal or figurative?*

“Read all four choices before you decide. Think about what the words really mean in this passage.”

▶ *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is A.

TEKS 10(D) · Figurative Language · Week 2 of 36 · Prepare Cluster · Module Module 2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is A.

- A literal, because it tells exactly where Poverty Point was**
Correct. The words mean just what they say about the location.
- B figurative, because it compares Poverty Point to an ocean**
Nothing is compared. The sentence says the place was far from the ocean.
- C figurative, because it gives the land human feelings**
The land does not think or feel in this sentence.
- D literal, because it tells how Emsy felt about the shell**
It is literal, but it tells about location, not Emsy's feelings.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: A. Why each: A literal, because it tells exactly where Poverty Point was: Correct. The words mean just what they say about the location.; B figurative, because it compares Poverty Point to an ocean: Nothing is compared. The sentence says the place was far from the ocean.; C figurative, because it gives the land human feelings: The land does not think or feel in this sentence.; D literal, because it tells how Emsy felt about the shell: It is literal, but it tells about location, not Emsy's feelings.

TEKS 10(D) · Figurative Language · Week 2 of 36 · Prepare Cluster · Module Module 2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Imagery

from “The Mystery of the Traveling Shell”

Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is imagery.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we NOTICE figurative language in the reading, CHOOSE the correct type, SHOW what it means, OWN it by writing our own, then DEFEND why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Prepare Cluster Module Module 3 • a class or student copy of “The Mystery of the Traveling Shell” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 3 of 36 • Prepare Cluster • Module Module 3 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “Inside rested a small, pearly seashell.”
(Imagery)

Sentence : “Blue lines curved across the map.” (Imagery)

Sentence : “Emsy imagined wooden boats moving along the water while travelers carried baskets, tools, food, stones, and other valuable materials.” (Imagery)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the imagery.

Read this sentence from the passage. Find the words that show imagery.

"Inside rested a small, pearly seashell."

I CAN I can notice imagery in our reading.

Grade 3 • Prepare Cluster • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice imagery in the reading."

▶ Read the I can statement aloud, then the task on the slide: Notice the imagery. Read this sentence from the passage. Find the words that show imagery.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The imagery is in the words small, pearly. The words small and pearly help the reader see the shell's size and shiny color.

TEKS 10(D) • Figurative Language • Week 3 of 36 • Prepare Cluster • Module Module 3 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Choose the correct type.

What kind of language does the author use in this sentence?

"Inside rested a small, pearly seashell."

A. Imagery B. Onomatopoeia C. Alliteration

I CAN I can identify the type of language the author uses and explain how I know.

Grade 3 • Prepare Cluster • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I statement aloud, then the task on the slide: Choose the correct type. What kind of language does the author use in this sentence?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: A. Imagery. The words small, pearly show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

TEKS 10(D) • Figurative Language • Week 3 of 36 • Prepare Cluster • Module Module 3 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what the imagery means."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What does this imagery help the reader understand?

"Blue lines curved across the map."

I CAN I can explain what imagery means in context.



Grade 3 • Prepare Cluster • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what the imagery means."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What does this imagery help the reader understand?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Blue and curved help the reader picture rivers winding across the map.

TEKS 10(D) • Figurative Language • Week 3 of 36 • Prepare Cluster • Module Module 3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write my own example of imagery."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write your own sentence using imagery.

Write your own sentence using imagery.

I CAN I can write my own sentence using imagery.

Grade 3 • Prepare Cluster • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own example of imagery."

▶ Read the I can statement aloud, then the task on the slide: Own it. Write your own. Write your own sentence using imagery.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. A correct answer uses imagery clearly. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

TEKS 10(D) • Figurative Language • Week 3 of 36 • Prepare Cluster • Module Module 3 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use imagery instead of plain language?

"Emsy imagined wooden boats moving along the water while travelers carried baskets, tools, food, stones, and other valuable materials."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 • Prepare Cluster • Figurative Language • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend.
 Explain why the author used it. Why did the author use imagery instead of plain language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author uses sight words so the reader can picture how people long ago carried goods along rivers.

TEKS 10(D) • Figurative Language • Week 3 of 36 • Prepare Cluster • Module Module 3 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find imagery on your own.

Go back to the passage. Find one more example of imagery. Write the words and explain what they mean.

Go back to the reading.

Find one more example of imagery.

Copy the exact words. Then explain what they mean and why the author used them.

I CAN I can find and explain imagery on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to find and use figurative language on your own.”

▶ *Read the Your Turn task: Go back to the passage. Find one more example of imagery. Write the words and explain what they mean. Students work independently on the tracking sheet.*

“Think about what the words really mean, not just what they say on the surface.”

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: Blue lines curved across the map.

TEKS 10(D) · Figurative Language · Week 3 of 36 · Prepare Cluster · Module Module 3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.

NOTICE

The imagery is in the words small, pearly. The words small and pearly help the reader see the shell's size and shiny color.

CHOOSE

A. Imagery. The words small, pearly show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

SHOW

Blue and curved help the reader picture rivers winding across the map.

OWN

Answers vary. A correct answer uses imagery clearly. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

DEFEND

The author uses sight words so the reader can picture how people long ago carried goods along rivers.

YOUR TURN

Answers vary. One example: Blue lines curved across the map.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

"If you missed one, that is where your learning is. Go back to the reading and look at the words again."

▶ *Celebrate strong thinking about why the author chose those words, not just naming the device.*

ANSWER KEY: NOTICE: The imagery is in the words small, pearly. The words small and pearly help the reader see the shell's size and shiny color.; CHOOSE: A. Imagery. The words small, pearly show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.; SHOW: Blue and curved help the reader picture rivers winding across the map.; OWN: Answers vary. A correct answer uses imagery clearly. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.; DEFEND: The author uses sight words so the reader can picture how people long ago carried goods along rivers.; Your Turn: Answers vary. One example: Blue lines curved across the map.

TEKS 10(D) · Figurative Language · Week 3 of 36 · Prepare Cluster · Module Module 3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

Inside rested a small, pearly seashell.

Which words help the reader see what the shell looks like?

- A** "Inside" because it tells where the shell was
- B** "small, pearly" because they tell size and color
- C** "rested" because it tells how the shell moved
- D** "seashell" because it names the object

The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Figurative Language

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show

⌚ ~4 min

What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, the kind you see on the state assessment.”

▶ *Read the passage and the question aloud: Which words help the reader see what the shell looks like?*

“Read all four choices before you decide. Think about what the words really mean in this passage.”

▶ *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is B.

TEKS 10(D) · Figurative Language · Week 3 of 36 · Prepare Cluster · Module Module 3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is B.

- A "Inside" because it tells where the shell was**
Inside tells location, not what the shell looks like.
- B "small, pearly" because they tell size and color**
Correct. These sight words show a tiny, shiny shell.
- C "rested" because it tells how the shell moved**
The shell does not move. Rested tells that it lay still.
- D "seashell" because it names the object**
Naming the object does not describe how it looks.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: B. Why each: A "Inside" because it tells where the shell was: Inside tells location, not what the shell looks like.; B "small, pearly" because they tell size and color: Correct. These sight words show a tiny, shiny shell.; C "rested" because it tells how the shell moved: The shell does not move. Rested tells that it lay still.; D "seashell" because it names the object: Naming the object does not describe how it looks.

TEKS 10(D) · Figurative Language · Week 3 of 36 · Prepare Cluster · Module Module 3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Onomatopoeia

from “The Recess Question”

Onomatopoeia is a word that sounds like what it describes.

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is onomatopoeia.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we NOTICE figurative language in the reading, CHOOSE the correct type, SHOW what it means, OWN it by writing our own, then DEFEND why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Prepare Cluster Module Module 4 • a class or student copy of “The Recess Question” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 4 of 36 • Prepare Cluster • Module Module 4 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “On the blacktop, basketballs went bounce, bounce, bounce.” (*Onomatopoeia*)

Sentence : “On the blacktop, basketballs went bounce, bounce, bounce.” (*Onomatopoeia*)

Sentence : “On the blacktop, basketballs went bounce, bounce, bounce.” (*Onomatopoeia*)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can notice onomatopoeia in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the onomatopoeia.

Read this sentence from the passage. Find the words that show onomatopoeia.

"On the blacktop, basketballs went bounce, bounce, bounce."

I CAN I can notice onomatopoeia in our reading.

Grade 3 • Prepare Cluster • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice onomatopoeia in the reading."

▶ Read the I can statement aloud, then the task on the slide: Notice the onomatopoeia. Read this sentence from the passage. Find the words that show onomatopoeia.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The onomatopoeia is in the words bounce, bounce, bounce. The word bounce imitates the thump of a ball hitting the blacktop again and again.

TEKS 10(D) • Figurative Language • Week 4 of 36 • Prepare Cluster • Module Module 4 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any loud word onomatopoeia. The word itself must imitate the sound.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Choose the correct type.

What kind of language does the author use in this sentence?

"On the blacktop, basketballs went bounce, bounce, bounce."

A. Hyperbole B. Onomatopoeia C. Simile

I CAN I can identify the type of language the author uses and explain how I know.

Grade 3 • Prepare Cluster • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct type. What kind of language does the author use in this sentence?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: B. Onomatopoeia. The words bounce, bounce, bounce show onomatopoeia. Onomatopoeia is a word that sounds like what it describes.

TEKS 10(D) • Figurative Language • Week 4 of 36 • Prepare Cluster • Module Module 4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any loud word onomatopoeia. The word itself must imitate the sound.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what the onomatopoeia means."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What does this onomatopoeia help the reader understand?

"On the blacktop, basketballs went bounce, bounce, bounce."

I CAN I can explain what onomatopoeia means in context.



Grade 3 • Prepare Cluster • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what the onomatopoeia means."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What does this onomatopoeia help the reader understand?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The word bounce imitates the sound a basketball makes when it hits the ground, so the reader can hear the game.

TEKS 10(D) • Figurative Language • Week 4 of 36 • Prepare Cluster • Module Module 4 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any loud word onomatopoeia. The word itself must imitate the sound.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write my own example of onomatopoeia."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write your own sentence using onomatopoeia.

Write your own sentence using onomatopoeia.

I CAN I can write my own sentence using onomatopoeia.



Grade 3 • Prepare Cluster • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own example of onomatopoeia."

▶ Read the I can statement aloud, then the task on the slide: Own it. Write your own. Write your own sentence using onomatopoeia.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. A correct answer uses onomatopoeia clearly. Onomatopoeia is a word that sounds like what it describes.

TEKS 10(D) • Figurative Language • Week 4 of 36 • Prepare Cluster • Module Module 4 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any loud word onomatopoeia. The word itself must imitate the sound.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use onomatopoeia instead of plain language?

"On the blacktop, basketballs went bounce, bounce, bounce."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 • Prepare Cluster • Figurative Language • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend. Explain why the author used it. Why did the author use onomatopoeia instead of plain language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author repeats a sound word so the reader can hear the busy playground, not just read about it.

TEKS 10(D) • Figurative Language • Week 4 of 36 • Prepare Cluster • Module Module 4 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any loud word onomatopoeia. The word itself must imitate the sound.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find onomatopoeia on your own.

Go back to the passage. Find one more example of onomatopoeia. Write the words and explain what they mean.

Go back to the reading.

Find one more example of onomatopoeia.

Copy the exact words. Then explain what they mean and why the author used them.

I CAN I can find and explain onomatopoeia on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to find and use figurative language on your own."

▶ *Read the Your Turn task: Go back to the passage. Find one more example of onomatopoeia. Write the words and explain what they mean. Students work independently on the tracking sheet.*

"Think about what the words really mean, not just what they say on the surface."

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: On the blacktop, basketballs went bounce, bounce, bounce.

TEKS 10(D) · Figurative Language · Week 4 of 36 · Prepare Cluster · Module Module 4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.**NOTICE**

The onomatopoeia is in the words bounce, bounce, bounce. The word bounce imitates the thump of a ball hitting the blacktop again and again.

CHOOSE

B. Onomatopoeia. The words bounce, bounce, bounce show onomatopoeia. Onomatopoeia is a word that sounds like what it describes.

SHOW

The word bounce imitates the sound a basketball makes when it hits the ground, so the reader can hear the game.

OWN

Answers vary. A correct answer uses onomatopoeia clearly. Onomatopoeia is a word that sounds like what it describes.

DEFEND

The author repeats a sound word so the reader can hear the busy playground, not just read about it.

YOUR TURN

Answers vary. One example: On the blacktop, basketballs went bounce, bounce, bounce.

**TEACHER SAYS & DOES · SLIDE 8 OF 10 ·
Review the Answers**

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Go back to the reading and look at the words again.”

▶ *Celebrate strong thinking about why the author chose those words, not just naming the device.*

ANSWER KEY: NOTICE: The onomatopoeia is in the words bounce, bounce, bounce. The word bounce imitates the thump of a ball hitting the blacktop again and again.; CHOOSE: B. Onomatopoeia. The words bounce, bounce, bounce show onomatopoeia. Onomatopoeia is a word that sounds like what it describes.; SHOW: The word bounce imitates the sound a basketball makes when it hits the ground, so the reader can hear the game.; OWN: Answers vary. A correct answer uses onomatopoeia clearly. Onomatopoeia is a word that sounds like what it describes.; DEFEND: The author repeats a sound word so the reader can hear the busy playground, not just read about it.; Your Turn: Answers vary. One example: On the blacktop, basketballs went bounce, bounce, bounce.

TEKS 10(D) · Figurative Language · Week 4 of 36 · Prepare Cluster · Module Module 4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

On the blacktop, basketballs went bounce, bounce, bounce.

Why does the author write "bounce, bounce, bounce" in this sentence?

- A** so the reader knows how many balls were outside
- B** so the reader learns the rules of basketball
- C** so the reader can hear the balls hitting the blacktop
- D** so the reader sees the color of the blacktop

The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Figurative Language

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show

⌚ ~4 min

What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▶ *Read the passage and the question aloud: Why does the author write "bounce, bounce, bounce" in this sentence?*

"Read all four choices before you decide. Think about what the words really mean in this passage."

▶ *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is C.

TEKS 10(D) · Figurative Language · Week 4 of 36 · Prepare Cluster · Module Module 4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is C.

- A** so the reader knows how many balls were outside
The word is repeated for sound, not to count balls.
- B** so the reader learns the rules of basketball
The sentence does not explain any rules.
- C** so the reader can hear the balls hitting the blacktop
Correct. The word imitates the sound of the balls, and repeating it shows they keep bouncing.
- D** so the reader sees the color of the blacktop
No color is named. The words are about sound.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is C. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: C. Why each: A so the reader knows how many balls were outside: The word is repeated for sound, not to count balls.; B so the reader learns the rules of basketball: The sentence does not explain any rules.; C so the reader can hear the balls hitting the blacktop: Correct. The word imitates the sound of the balls, and repeating it shows they keep bouncing.; D so the reader sees the color of the blacktop: No color is named. The words are about sound.

TEKS 10(D) · Figurative Language · Week 4 of 36 · Prepare Cluster · Module Module 4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Imagery

from “The Pilgrims Chose Plymouth”

Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is imagery.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we NOTICE figurative language in the reading, CHOOSE the correct type, SHOW what it means, OWN it by writing our own, then DEFEND why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Cluster 1
Module Module 1 • a class or student copy of “The Pilgrims Chose Plymouth”
• the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 5 of 36 • Cluster 1 •
Module Module 1 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “Storms caused the ship to rock back and forth on rough water.” (*Imagery*)

Sentence : “Huge waves crashed against the sides of the Mayflower.” (*Imagery*)

Sentence : “Many passengers became seasick during the difficult journey.” (*Imagery*)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the imagery.

Read this sentence from the passage. Find the words that show imagery.

"Storms caused the ship to rock back and forth on rough water."

I CAN I can notice imagery in our reading.

Grade 3 • Cluster 1 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice imagery in the reading."

▶ Read the I can statement aloud, then the task on the slide: Notice the imagery. Read this sentence from the passage. Find the words that show imagery.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The imagery is in the words rock back and forth, rough water. The reader can feel the ship moving and picture the stormy sea.

TEKS 10(D) • Figurative Language • Week 5 of 36 • Cluster 1 •
Module Module 1 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Choose the correct type.

What kind of language does the author use in this sentence?

"Storms caused the ship to rock back and forth on rough water."

A. Idiom B. Metaphor C. Imagery

I CAN I can identify the type of language the author uses and explain how I know.

Grade 3 • Cluster 1 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I statement aloud, then the task on the slide: Choose the correct type. What kind of language does the author use in this sentence?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: C. Imagery. The words rock back and forth, rough water show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

TEKS 10(D) • Figurative Language • Week 5 of 36 • Cluster 1 •
 Module Module 1 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what the imagery means."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What does this imagery help the reader understand?

"Huge waves crashed against the sides of the Mayflower."

I CAN I can explain what imagery means in context.

Grade 3 • Cluster 1 • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what the imagery means."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What does this imagery help the reader understand?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Huge and crashed help the reader see and hear the powerful waves.

TEKS 10(D) • Figurative Language • Week 5 of 36 • Cluster 1 •
Module Module 1 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write my own example of imagery."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write your own sentence using imagery.

Write your own sentence using imagery.

I CAN I can write my own sentence using imagery.

Grade 3 • Cluster 1 • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own example of imagery."

▶ Read the I can statement aloud, then the task on the slide: Own it. Write your own. Write your own sentence using imagery.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. A correct answer uses imagery clearly. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

TEKS 10(D) • Figurative Language • Week 5 of 36 • Cluster 1 •
Module Module 1 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use imagery instead of plain language?

"Many passengers became seasick during the difficult journey."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 • Cluster 1 • Figurative Language • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend.
 Explain why the author used it. Why did the author use imagery instead of plain language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author uses sensory details so the reader can feel how hard and scary the ocean trip was.

TEKS 10(D) • Figurative Language • Week 5 of 36 • Cluster 1 •
 Module Module 1 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find imagery on your own.

Go back to the passage. Find one more example of imagery. Write the words and explain what they mean.

Go back to the reading.

Find one more example of imagery.

Copy the exact words. Then explain what they mean and why the author used them.

I CAN I can find and explain imagery on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to find and use figurative language on your own."

▶ *Read the Your Turn task: Go back to the passage. Find one more example of imagery. Write the words and explain what they mean. Students work independently on the tracking sheet.*

"Think about what the words really mean, not just what they say on the surface."

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: Huge waves crashed against the sides of the Mayflower.

TEKS 10(D) · Figurative Language · Week 5 of 36 · Cluster 1 ·
Module Module 1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.**NOTICE**

The imagery is in the words rock back and forth, rough water. The reader can feel the ship moving and picture the stormy sea.

CHOOSE

C. Imagery. The words rock back and forth, rough water show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

SHOW

Huge and crashed help the reader see and hear the powerful waves.

OWN

Answers vary. A correct answer uses imagery clearly. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

DEFEND

The author uses sensory details so the reader can feel how hard and scary the ocean trip was.

YOUR TURN

Answers vary. One example: Huge waves crashed against the sides of the Mayflower.

**TEACHER SAYS & DOES · SLIDE 8 OF 10 ·
Review the Answers**

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

"If you missed one, that is where your learning is. Go back to the reading and look at the words again."

▶ *Celebrate strong thinking about why the author chose those words, not just naming the device.*

ANSWER KEY: NOTICE: The imagery is in the words rock back and forth, rough water. The reader can feel the ship moving and picture the stormy sea.; CHOOSE: C. Imagery. The words rock back and forth, rough water show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.; SHOW: Huge and crashed help the reader see and hear the powerful waves.; OWN: Answers vary. A correct answer uses imagery clearly. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.; DEFEND: The author uses sensory details so the reader can feel how hard and scary the ocean trip was.; Your Turn: Answers vary. One example: Huge waves crashed against the sides of the Mayflower.

TEKS 10(D) · Figurative Language · Week 5 of 36 · Cluster 1 ·
Module Module 1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

Storms caused the ship to rock back and forth on rough water. Huge waves crashed against the sides of the Mayflower.

Which words help the reader both see and hear the storm?

- A** "Storms caused" because it tells why the ship moved
- B** "the Mayflower" because it names the ship
- C** "the sides of" because they tell where waves hit
- D** "Huge waves crashed" because the waves are big and loud

The Writing Academy®, LLC

Grade 3 · Cluster 1 · Figurative Language

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show

⌚ ~4 min

What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▶ *Read the passage and the question aloud: Which words help the reader both see and hear the storm?*

"Read all four choices before you decide. Think about what the words really mean in this passage."

▶ *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is D.

TEKS 10(D) · Figurative Language · Week 5 of 36 · Cluster 1 · Module Module 1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is D.

- A "Storms caused" because it tells why the ship moved**
These words give a cause. They do not create a sound or picture.
- B "the Mayflower" because it names the ship**
A name does not appeal to the senses.
- C "the sides of" because they tell where waves hit**
These words tell location, not sight and sound.
- D "Huge waves crashed" because the waves are big and loud**
Correct. Huge shows size and crashed is a sound the reader can hear.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The correct answer is D. The most important part is understanding why."

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language."

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: D. Why each: A "Storms caused" because it tells why the ship moved: These words give a cause. They do not create a sound or picture.; B "the Mayflower" because it names the ship: A name does not appeal to the senses.; C "the sides of" because they tell where waves hit: These words tell location, not sight and sound.; D "Huge waves crashed" because the waves are big and loud: Correct. Huge shows size and crashed is a sound the reader can hear.

TEKS 10(D) · Figurative Language · Week 5 of 36 · Cluster 1 · Module Module 1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Imagery

from “The Pilgrims Chose Plymouth”

Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is imagery.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we **NOTICE** figurative language in the reading, **CHOOSE** the correct type, **SHOW** what it means, **OWN** it by writing our own, then **DEFEND** why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Cluster 1 Module Module 2 • a class or student copy of “The Pilgrims Chose Plymouth” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 6 of 36 • Cluster 1 •
Module Module 2 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “Snow and freezing temperatures covered the colony.” (*Imagery*)

Sentence : “Families slept in small spaces below deck.” (*Imagery*)

Sentence : “Workers chopped trees and carried wood to construction sites.” (*Imagery*)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the imagery.

Read this sentence from the passage. Find the words that show imagery.

"Snow and freezing temperatures covered the colony."

I CAN I can notice imagery in our reading.

Grade 3 • Cluster 1 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice imagery in the reading."

▶ Read the I can statement aloud, then the task on the slide: Notice the imagery. Read this sentence from the passage. Find the words that show imagery.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The imagery is in the words Snow, freezing temperatures. The reader can see white snow and feel the bitter cold.

TEKS 10(D) • Figurative Language • Week 6 of 36 • Cluster 1 •
Module Module 2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE**"I can identify the type of language."**

EXACT TEKS WORDING

*"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"***Choose the correct type.**

What kind of language does the author use in this sentence?

"Snow and freezing temperatures covered the colony."**A. Imagery B. Alliteration C. Personification****I CAN** I can identify the type of language the author uses and explain how I know.

Grade 3 • Cluster 1 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I statement aloud, then the task on the slide: Choose the correct type. What kind of language does the author use in this sentence?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: A. Imagery. The words Snow, freezing temperatures show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.TEKS 10(D) • Figurative Language • Week 6 of 36 • Cluster 1 •
Module Module 2 • slide 3 of 10**CHECK FOR UNDERSTANDING**

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what the imagery means."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What does this imagery help the reader understand?

"Families slept in small spaces below deck."

I CAN I can explain what imagery means in context.

Grade 3 • Cluster 1 • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what the imagery means."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What does this imagery help the reader understand?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The reader can picture cramped, tight sleeping spots on the ship.

TEKS 10(D) • Figurative Language • Week 6 of 36 • Cluster 1 •
Module Module 2 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write my own example of imagery."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write your own sentence using imagery.

Write your own sentence using imagery.

I CAN I can write my own sentence using imagery.

Grade 3 • Cluster 1 • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own example of imagery."

▶ Read the I can statement aloud, then the task on the slide: Own it. Write your own. Write your own sentence using imagery.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. A correct answer uses imagery clearly. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

TEKS 10(D) • Figurative Language • Week 6 of 36 • Cluster 1 •
Module Module 2 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use imagery instead of plain language?

"Workers chopped trees and carried wood to construction sites."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 • Cluster 1 • Figurative Language • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend.
 Explain why the author used it. Why did the author use imagery instead of plain language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author uses sensory words so the reader understands how cold and hard the first winter was.

TEKS 10(D) • Figurative Language • Week 6 of 36 • Cluster 1 •
 Module Module 2 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find imagery on your own.

Go back to the passage. Find one more example of imagery. Write the words and explain what they mean.

Go back to the reading.

Find one more example of imagery.

Copy the exact words. Then explain what they mean and why the author used them.

I CAN I can find and explain imagery on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to find and use figurative language on your own."

▶ *Read the Your Turn task: Go back to the passage. Find one more example of imagery. Write the words and explain what they mean. Students work independently on the tracking sheet.*

"Think about what the words really mean, not just what they say on the surface."

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: Families slept in small spaces below deck.

TEKS 10(D) · Figurative Language · Week 6 of 36 · Cluster 1 ·
Module Module 2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.

NOTICE

The imagery is in the words Snow, freezing temperatures. The reader can see white snow and feel the bitter cold.

CHOOSE

A. Imagery. The words Snow, freezing temperatures show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

SHOW

The reader can picture cramped, tight sleeping spots on the ship.

OWN

Answers vary. A correct answer uses imagery clearly. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

DEFEND

The author uses sensory words so the reader understands how cold and hard the first winter was.

YOUR TURN

Answers vary. One example: Families slept in small spaces below deck.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.

"If you missed one, that is where your learning is. Go back to the reading and look at the words again."

▶ Celebrate strong thinking about why the author chose those words, not just naming the device.

ANSWER KEY: NOTICE: The imagery is in the words Snow, freezing temperatures. The reader can see white snow and feel the bitter cold.; CHOOSE: A. Imagery. The words Snow, freezing temperatures show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.; SHOW: The reader can picture cramped, tight sleeping spots on the ship.; OWN: Answers vary. A correct answer uses imagery clearly. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.; DEFEND: The author uses sensory words so the reader understands how cold and hard the first winter was.; Your Turn: Answers vary. One example: Families slept in small spaces below deck.

TEKS 10(D) · Figurative Language · Week 6 of 36 · Cluster 1 ·
Module Module 2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

Winter in Plymouth was harsh. Snow and freezing temperatures covered the colony.

What do the words "Snow and freezing temperatures" help the reader feel?

- A** how bitterly cold the first winter was
- B** how warm the new homes were
- C** how happy the Pilgrims were to arrive
- D** how quickly the crops grew

The Writing Academy®, LLC

Grade 3 · Cluster 1 · Figurative Language

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show ⌚ ~4 min
What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▶ *Read the passage and the question aloud: What do the words "Snow and freezing temperatures" help the reader feel?*

"Read all four choices before you decide. Think about what the words really mean in this passage."

▶ *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is A.

TEKS 10(D) · Figurative Language · Week 6 of 36 · Cluster 1 ·
Module Module 2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is A.

- A** **how bitterly cold the first winter was**
Correct. The reader can almost feel the cold from the snow and freezing air.
- B** **how warm the new homes were**
The words describe cold, not warmth.
- C** **how happy the Pilgrims were to arrive**
Snow and freezing do not show happiness.
- D** **how quickly the crops grew**
Nothing grows in freezing snow; crops are not mentioned.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: A. Why each: A how bitterly cold the first winter was: Correct. The reader can almost feel the cold from the snow and freezing air.; B how warm the new homes were: The words describe cold, not warmth.; C how happy the Pilgrims were to arrive: Snow and freezing do not show happiness.; D how quickly the crops grew: Nothing grows in freezing snow; crops are not mentioned.

TEKS 10(D) · Figurative Language · Week 6 of 36 · Cluster 1 · Module Module 2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Imagery

from “Life Along the Nile River”

Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is imagery.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we **NOTICE** figurative language in the reading, **CHOOSE** the correct type, **SHOW** what it means, **OWN** it by writing our own, then **DEFEND** why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Cluster 1 Module Module 3 • a class or student copy of “Life Along the Nile River” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 7 of 36 • Cluster 1 •
Module Module 3 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “When the floodwaters moved back down, they left behind dark, rich soil along the riverbanks.”
(*Imagery*)

Sentence : “Ancient Egypt was mostly covered by hot, dry desert.” (*Imagery*)

Sentence : “Families often lived in homes made from mud bricks near the riverbanks.” (*Imagery*)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the imagery.

Read this sentence from the passage. Find the words that show imagery.

"When the floodwaters moved back down, they left behind dark, rich soil along the riverbanks."

I CAN I can notice imagery in our reading.

Grade 3 • Cluster 1 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice imagery in the reading."

▶ Read the I can statement aloud, then the task on the slide: Notice the imagery. Read this sentence from the passage. Find the words that show imagery.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The imagery is in the words dark, rich soil. Dark and rich help the reader see the soil that was good for farming.

TEKS 10(D) • Figurative Language • Week 7 of 36 • Cluster 1 •
Module Module 3 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Choose the correct type.

What kind of language does the author use in this sentence?

"When the floodwaters moved back down, they left behind dark, rich soil along the riverbanks."

A. Simile B. Imagery C. Onomatopoeia

I CAN I can identify the type of language the author uses and explain how I know.

Grade 3 • Cluster 1 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct type. What kind of language does the author use in this sentence?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: B. Imagery. The words dark, rich soil show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

TEKS 10(D) • Figurative Language • Week 7 of 36 • Cluster 1 •
 Module Module 3 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what the imagery means."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What does this imagery help the reader understand?

"Ancient Egypt was mostly covered by hot, dry desert."

I CAN I can explain what imagery means in context.

Grade 3 • Cluster 1 • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what the imagery means."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What does this imagery help the reader understand?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Hot and dry let the reader feel the heat and picture a land with no water.

TEKS 10(D) • Figurative Language • Week 7 of 36 • Cluster 1 •
Module Module 3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write my own example of imagery."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write your own sentence using imagery.

Write your own sentence using imagery.

I CAN I can write my own sentence using imagery.

Grade 3 • Cluster 1 • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own example of imagery."

▶ Read the I can statement aloud, then the task on the slide: Own it. Write your own. Write your own sentence using imagery.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. A correct answer uses imagery clearly. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

TEKS 10(D) • Figurative Language • Week 7 of 36 • Cluster 1 •
Module Module 3 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use imagery instead of plain language?

"Families often lived in homes made from mud bricks near the riverbanks."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 • Cluster 1 • Figurative Language • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend.
Explain why the author used it. Why did the author use imagery instead of plain language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author contrasts hot, dry desert with dark, rich soil so the reader sees why people lived near the river.

TEKS 10(D) • Figurative Language • Week 7 of 36 • Cluster 1 •
Module Module 3 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find imagery on your own.

Go back to the passage. Find one more example of imagery. Write the words and explain what they mean.

Go back to the reading.

Find one more example of imagery.

Copy the exact words. Then explain what they mean and why the author used them.

I CAN I can find and explain imagery on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to find and use figurative language on your own."

▶ *Read the Your Turn task: Go back to the passage. Find one more example of imagery. Write the words and explain what they mean. Students work independently on the tracking sheet.*

"Think about what the words really mean, not just what they say on the surface."

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: Ancient Egypt was mostly covered by hot, dry desert.

TEKS 10(D) · Figurative Language · Week 7 of 36 · Cluster 1 ·
Module Module 3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.

NOTICE

The imagery is in the words dark, rich soil. Dark and rich help the reader see the soil that was good for farming.

CHOOSE

B. Imagery. The words dark, rich soil show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

SHOW

Hot and dry let the reader feel the heat and picture a land with no water.

OWN

Answers vary. A correct answer uses imagery clearly. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

DEFEND

The author contrasts hot, dry desert with dark, rich soil so the reader sees why people lived near the river.

YOUR TURN

Answers vary. One example: Ancient Egypt was mostly covered by hot, dry desert.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

"If you missed one, that is where your learning is. Go back to the reading and look at the words again."

▶ *Celebrate strong thinking about why the author chose those words, not just naming the device.*

ANSWER KEY: NOTICE: The imagery is in the words dark, rich soil. Dark and rich help the reader see the soil that was good for farming.; CHOOSE: B. Imagery. The words dark, rich soil show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.; SHOW: Hot and dry let the reader feel the heat and picture a land with no water.; OWN: Answers vary. A correct answer uses imagery clearly. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.; DEFEND: The author contrasts hot, dry desert with dark, rich soil so the reader sees why people lived near the river.; Your Turn: Answers vary. One example: Ancient Egypt was mostly covered by hot, dry desert.

TEKS 10(D) · Figurative Language · Week 7 of 36 · Cluster 1 ·
Module Module 3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

Ancient Egypt was mostly covered by hot, dry desert.

Which words help the reader feel what the land was like?

- A** "Ancient Egypt" because it names the place
- B** "hot, dry" because the reader can feel heat and dryness
- C** "mostly covered" because it tells how much land
- D** "was" because it tells the land is real

The Writing Academy®, LLC

Grade 3 · Cluster 1 · Figurative Language

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show ⌚ ~4 min
What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, the kind you see on the state assessment.”

▶ *Read the passage and the question aloud: Which words help the reader feel what the land was like?*

“Read all four choices before you decide. Think about what the words really mean in this passage.”

▶ *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is B.

TEKS 10(D) · Figurative Language · Week 7 of 36 · Cluster 1 ·
Module Module 3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is B.

- A "Ancient Egypt" because it names the place**
A place name does not appeal to the senses.
- B "hot, dry" because the reader can feel heat and dryness**
Correct. Hot and dry are touch words that help the reader feel the desert.
- C "mostly covered" because it tells how much land**
These words tell amount, not how the land felt.
- D "was" because it tells the land is real**
This small word does not create a picture or feeling.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: B. Why each: A "Ancient Egypt" because it names the place: A place name does not appeal to the senses.; B "hot, dry" because the reader can feel heat and dryness: Correct. Hot and dry are touch words that help the reader feel the desert.; C "mostly covered" because it tells how much land: These words tell amount, not how the land felt.; D "was" because it tells the land is real: This small word does not create a picture or feeling.

TEKS 10(D) · Figurative Language · Week 7 of 36 · Cluster 1 · Module Module 3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Metaphor

from “Life Along the Nile River”

A metaphor compares two things by saying one thing IS another, without using ‘like’ or ‘as.’

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is metaphor.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we NOTICE figurative language in the reading, CHOOSE the correct type, SHOW what it means, OWN it by writing our own, then DEFEND why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Cluster 1 Module Module 4 • a class or student copy of “Life Along the Nile River” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 8 of 36 • Cluster 1 •
Module Module 4 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “Ancient Egyptians believed the river was a gift that helped life continue in the desert.” (*Metaphor*)

Sentence : “Ancient Egyptians believed the river was a gift that helped life continue in the desert.” (*Metaphor*)

Sentence : “Ancient Egyptians believed the river was a gift that helped life continue in the desert.” (*Metaphor*)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can notice metaphor in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the metaphor.

Read this sentence from the passage. Find the words that show metaphor.

"Ancient Egyptians believed the river was a gift that helped life continue in the desert."

I CAN I can notice metaphor in our reading.

Grade 3 • Cluster 1 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice metaphor in the reading."

▶ Read the I can statement aloud, then the task on the slide: Notice the metaphor. Read this sentence from the passage. Find the words that show metaphor.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The metaphor is in the words the river was a gift. The river is not a wrapped present. Calling it a gift shows how thankful people were for its water.

TEKS 10(D) • Figurative Language • Week 8 of 36 • Cluster 1 •
Module Module 4 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Choose the correct type.

What kind of language does the author use in this sentence?

"Ancient Egyptians believed the river was a gift that helped life continue in the desert."

A. Personification B. Hyperbole C. Metaphor

I CAN I can identify the type of language the author uses and explain how I know.

Grade 3 • Cluster 1 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct type. What kind of language does the author use in this sentence?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: C. Metaphor. The words the river was a gift show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

TEKS 10(D) • Figurative Language • Week 8 of 36 • Cluster 1 •
Module Module 4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what the metaphor means."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What does this metaphor help the reader understand?

"Ancient Egyptians believed the river was a gift that helped life continue in the desert."

I CAN I can explain what metaphor means in context.

Grade 3 • Cluster 1 • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what the metaphor means."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What does this metaphor help the reader understand?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: A gift is something good you receive. The river gave water, soil, and food.

TEKS 10(D) • Figurative Language • Week 8 of 36 • Cluster 1 •
Module Module 4 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write my own example of metaphor."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write your own sentence using metaphor.

Write your own sentence using metaphor.

I CAN I can write my own sentence using metaphor.

Grade 3 • Cluster 1 • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own example of metaphor."

▶ Read the I can statement aloud, then the task on the slide: Own it. Write your own. Write your own sentence using metaphor.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. A correct answer uses metaphor clearly. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

TEKS 10(D) • Figurative Language • Week 8 of 36 • Cluster 1 •
Module Module 4 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use metaphor instead of plain language?

"Ancient Egyptians believed the river was a gift that helped life continue in the desert."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 • Cluster 1 • Figurative Language • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend.
 Explain why the author used it. Why did the author use metaphor instead of plain language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author uses the metaphor to show how precious the Nile was to people living in a dry land.

TEKS 10(D) • Figurative Language • Week 8 of 36 • Cluster 1 •
 Module Module 4 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing **IS** a different thing.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find metaphor on your own.

Go back to the passage. Find one more example of metaphor. Write the words and explain what they mean.

Go back to the reading.

Find one more example of metaphor.

Copy the exact words. Then explain what they mean and why the author used them.

I CAN I can find and explain metaphor on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to find and use figurative language on your own."

▶ *Read the Your Turn task: Go back to the passage. Find one more example of metaphor. Write the words and explain what they mean. Students work independently on the tracking sheet.*

"Think about what the words really mean, not just what they say on the surface."

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: Ancient Egyptians believed the river was a gift that helped life continue in the desert.

TEKS 10(D) · Figurative Language · Week 8 of 36 · Cluster 1 ·
Module Module 4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.

NOTICE

The metaphor is in the words the river was a gift. The river is not a wrapped present. Calling it a gift shows how thankful people were for its water.

CHOOSE

C. Metaphor. The words the river was a gift show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

SHOW

A gift is something good you receive. The river gave water, soil, and food.

OWN

Answers vary. A correct answer uses metaphor clearly. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

DEFEND

The author uses the metaphor to show how precious the Nile was to people living in a dry land.

YOUR TURN

Answers vary. One example: Ancient Egyptians believed the river was a gift that helped life continue in the desert.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.

"If you missed one, that is where your learning is. Go back to the reading and look at the words again."

▶ Celebrate strong thinking about why the author chose those words, not just naming the device.

ANSWER KEY: NOTICE: The metaphor is in the words the river was a gift. The river is not a wrapped present. Calling it a gift shows how thankful people were for its water.; CHOOSE: C. Metaphor. The words the river was a gift show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'; SHOW: A gift is something good you receive. The river gave water, soil, and food.; OWN: Answers vary. A correct answer uses metaphor clearly. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'; DEFEND: The author uses the metaphor to show how precious the Nile was to people living in a dry land.; Your Turn: Answers vary. One example: Ancient Egyptians believed the river was a gift that helped life continue in the desert.

TEKS 10(D) · Figurative Language · Week 8 of 36 · Cluster 1 ·
Module Module 4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

Ancient Egyptians believed the river was a gift that helped life continue in the desert.**What does the author mean by saying the river "was a gift"?**

- A** People wrapped the river and gave it away.
- B** The river was bought at a store long ago.
- C** The river gave people what they needed to live.
- D** The river dried up every single summer.

The Writing Academy®, LLC

Grade 3 · Cluster 1 · Figurative Language

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show ~4 min

What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."▶ *Read the passage and the question aloud: What does the author mean by saying the river "was a gift"?***"Read all four choices before you decide. Think about what the words really mean in this passage."**▶ *Give think time. Have students choose privately before any discussion.***ANSWER KEY:** The answer is C.

TEKS 10(D) · Figurative Language · Week 8 of 36 · Cluster 1 · Module Module 4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is C.

- A People wrapped the river and gave it away.**
A river cannot be wrapped. This reads the words literally.
- B The river was bought at a store long ago.**
No one bought the river. The metaphor is about its value.
- C The river gave people what they needed to live.**
Correct. Like a gift, the river brought water and good soil.
- D The river dried up every single summer.**
The sentence says the river helped life continue.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is C. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: C. Why each: A People wrapped the river and gave it away.: A river cannot be wrapped. This reads the words literally.; B The river was bought at a store long ago.: No one bought the river. The metaphor is about its value.; C The river gave people what they needed to live.: Correct. Like a gift, the river brought water and good soil.; D The river dried up every single summer.: The sentence says the river helped life continue.

TEKS 10(D) · Figurative Language · Week 8 of 36 · Cluster 1 · Module Module 4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Imagery

from “Laura Ingalls Wilder”

Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is imagery.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we NOTICE figurative language in the reading, CHOOSE the correct type, SHOW what it means, OWN it by writing our own, then DEFEND why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Cluster 2 Module Module 1 • a class or student copy of “Laura Ingalls Wilder” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 9 of 36 • Cluster 2 •
Module Module 1 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “Laura described endless grasslands filled with wildflowers and wildlife.” (*Imagery*)

Sentence : “Winters on the prairie could be extremely cold.” (*Imagery*)

Sentence : “Families often rode in covered wagons pulled by horses or oxen.” (*Imagery*)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the imagery.

Read this sentence from the passage. Find the words that show imagery.

"Laura described endless grasslands filled with wildflowers and wildlife."

I CAN I can notice imagery in our reading.

Grade 3 • Cluster 2 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice imagery in the reading."

▶ Read the I can statement aloud, then the task on the slide: Notice the imagery. Read this sentence from the passage. Find the words that show imagery.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The imagery is in the words grasslands filled with wildflowers and wildlife. The reader can picture wide, grassy land full of flowers and animals.

TEKS 10(D) • Figurative Language • Week 9 of 36 • Cluster 2 •
Module Module 1 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Choose the correct type.

What kind of language does the author use in this sentence?

"Laura described endless grasslands filled with wildflowers and wildlife."

A. Imagery B. Personification C. Idiom

I CAN I can identify the type of language the author uses and explain how I know.

Grade 3 • Cluster 2 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct type. What kind of language does the author use in this sentence?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: A. Imagery. The words grasslands filled with wildflowers and wildlife show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

TEKS 10(D) • Figurative Language • Week 9 of 36 • Cluster 2 •
 Module Module 1 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what the imagery means."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What does this imagery help the reader understand?

"Winters on the prairie could be extremely cold."

I CAN I can explain what imagery means in context.

Grade 3 • Cluster 2 • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what the imagery means."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What does this imagery help the reader understand?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The reader can feel how cold prairie winters were.

TEKS 10(D) • Figurative Language • Week 9 of 36 • Cluster 2 •
Module Module 1 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write my own example of imagery."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write your own sentence using imagery.

Write your own sentence using imagery.

I CAN I can write my own sentence using imagery.

Grade 3 • Cluster 2 • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own example of imagery."

▶ Read the I can statement aloud, then the task on the slide: Own it. Write your own. Write your own sentence using imagery.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. A correct answer uses imagery clearly. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

TEKS 10(D) • Figurative Language • Week 9 of 36 • Cluster 2 •
Module Module 1 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use imagery instead of plain language?

"Families often rode in covered wagons pulled by horses or oxen."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 • Cluster 2 • Figurative Language • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend.
 Explain why the author used it. Why did the author use imagery instead of plain language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author uses sensory details so the reader can picture frontier life the way Laura described it.

TEKS 10(D) • Figurative Language • Week 9 of 36 • Cluster 2 •
 Module Module 1 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find imagery on your own.

Go back to the passage. Find one more example of imagery. Write the words and explain what they mean.

Go back to the reading.

Find one more example of imagery.

Copy the exact words. Then explain what they mean and why the author used them.

I CAN I can find and explain imagery on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to find and use figurative language on your own."

▶ *Read the Your Turn task: Go back to the passage. Find one more example of imagery. Write the words and explain what they mean. Students work independently on the tracking sheet.*

"Think about what the words really mean, not just what they say on the surface."

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: Winters on the prairie could be extremely cold.

TEKS 10(D) · Figurative Language · Week 9 of 36 · Cluster 2 ·
Module Module 1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.

NOTICE

The imagery is in the words grasslands filled with wildflowers and wildlife. The reader can picture wide, grassy land full of flowers and animals.

CHOOSE

A. Imagery. The words grasslands filled with wildflowers and wildlife show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

SHOW

The reader can feel how cold prairie winters were.

OWN

Answers vary. A correct answer uses imagery clearly. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

DEFEND

The author uses sensory details so the reader can picture frontier life the way Laura described it.

YOUR TURN

Answers vary. One example: Winters on the prairie could be extremely cold.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.

"If you missed one, that is where your learning is. Go back to the reading and look at the words again."

▶ Celebrate strong thinking about why the author chose those words, not just naming the device.

ANSWER KEY: NOTICE: The imagery is in the words grasslands filled with wildflowers and wildlife. The reader can picture wide, grassy land full of flowers and animals.; CHOOSE: A. Imagery. The words grasslands filled with wildflowers and wildlife show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.; SHOW: The reader can feel how cold prairie winters were.; OWN: Answers vary. A correct answer uses imagery clearly. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.; DEFEND: The author uses sensory details so the reader can picture frontier life the way Laura described it.; Your Turn: Answers vary. One example: Winters on the prairie could be extremely cold.

TEKS 10(D) · Figurative Language · Week 9 of 36 · Cluster 2 ·
Module Module 1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

Laura described endless grasslands filled with wildflowers and wildlife.

Which words help the reader picture the prairie?

- A** "Laura described" because it names the writer
- B** "and wildlife" because it tells what Laura ate
- C** "described" because it tells how Laura wrote
- D** "filled with wildflowers" because the reader sees flowers

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show ⌚ ~4 min
What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▶ *Read the passage and the question aloud: Which words help the reader picture the prairie?*

"Read all four choices before you decide. Think about what the words really mean in this passage."

▶ *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is D.

TEKS 10(D) · Figurative Language · Week 9 of 36 · Cluster 2 ·
Module Module 1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is D.

- A "Laura described" because it names the writer**
These words tell who wrote, not what the prairie looked like.
- B "and wildlife" because it tells what Laura ate**
Wildlife means animals living there, not food.
- C "described" because it tells how Laura wrote**
This word tells an action, not a picture.
- D "filled with wildflowers" because the reader sees flowers**
Correct. The reader can picture colorful flowers across the grass.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is D. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: D. Why each: A "Laura described" because it names the writer: These words tell who wrote, not what the prairie looked like.; B "and wildlife" because it tells what Laura ate: Wildlife means animals living there, not food.; C "described" because it tells how Laura wrote: This word tells an action, not a picture.; D "filled with wildflowers" because the reader sees flowers: Correct. The reader can picture colorful flowers across the grass.

TEKS 10(D) · Figurative Language · Week 9 of 36 · Cluster 2 · Module Module 1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Metaphor

from “Laura Ingalls Wilder”

A metaphor compares two things by saying one thing IS another, without using ‘like’ or ‘as.’

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is metaphor.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we NOTICE figurative language in the reading, CHOOSE the correct type, SHOW what it means, OWN it by writing our own, then DEFEND why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Cluster 2 Module Module 2 • a class or student copy of “Laura Ingalls Wilder” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 10 of 36 • Cluster 2 •
Module Module 2 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “Historians, teachers, and students continue to study Laura’s work because it provides a window into the past.” (*Metaphor*)

Sentence : “Historians, teachers, and students continue to study Laura’s work because it provides a window into the past.” (*Metaphor*)

Sentence : “Historians, teachers, and students continue to study Laura’s work because it provides a window into the past.” (*Metaphor*)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can notice metaphor in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the metaphor.

Read this sentence from the passage. Find the words that show metaphor.

"Historians, teachers, and students continue to study Laura's work because it provides a window into the past."

I CAN I can notice metaphor in our reading.

Grade 3 • Cluster 2 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice metaphor in the reading."

▶ Read the I can statement aloud, then the task on the slide: Notice the metaphor. Read this sentence from the passage. Find the words that show metaphor.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The metaphor is in the words a window into the past. Her books are not glass windows. Like a window, they let readers look at life long ago.

TEKS 10(D) • Figurative Language • Week 10 of 36 • Cluster 2 •
Module Module 2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Choose the correct type.

What kind of language does the author use in this sentence?

"Historians, teachers, and students continue to study Laura's work because it provides a window into the past."

A. Onomatopoeia B. Metaphor C. Alliteration

I CAN I can identify the type of language the author uses and explain how I know.

Grade 3 • Cluster 2 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct type. What kind of language does the author use in this sentence?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: B. Metaphor. The words a window into the past show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

TEKS 10(D) • Figurative Language • Week 10 of 36 • Cluster 2 •
 Module Module 2 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what the metaphor means."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What does this metaphor help the reader understand?

"Historians, teachers, and students continue to study Laura's work because it provides a window into the past."

I CAN I can explain what metaphor means in context.

Grade 3 • Cluster 2 • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what the metaphor means."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What does this metaphor help the reader understand?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The metaphor shows that reading her books is like looking back in time.

TEKS 10(D) • Figurative Language • Week 10 of 36 • Cluster 2 •
Module Module 2 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write my own example of metaphor."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write your own sentence using metaphor.

Write your own sentence using metaphor.

I CAN I can write my own sentence using metaphor.

Grade 3 • Cluster 2 • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own example of metaphor."

▶ Read the I can statement aloud, then the task on the slide: Own it. Write your own. Write your own sentence using metaphor.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. A correct answer uses metaphor clearly. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

TEKS 10(D) • Figurative Language • Week 10 of 36 • Cluster 2 •
Module Module 2 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use metaphor instead of plain language?

"Historians, teachers, and students continue to study Laura's work because it provides a window into the past."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 • Cluster 2 • Figurative Language • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend.
 Explain why the author used it. Why did the author use metaphor instead of plain language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author uses the metaphor to show that Laura's books let readers see the past clearly.

TEKS 10(D) • Figurative Language • Week 10 of 36 • Cluster 2 •
 Module Module 2 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing **IS** a different thing.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find metaphor on your own.

Go back to the passage. Find one more example of metaphor. Write the words and explain what they mean.

Go back to the reading.

Find one more example of metaphor.

Copy the exact words. Then explain what they mean and why the author used them.

I CAN I can find and explain metaphor on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to find and use figurative language on your own.”

▶ *Read the Your Turn task: Go back to the passage. Find one more example of metaphor. Write the words and explain what they mean. Students work independently on the tracking sheet.*

“Think about what the words really mean, not just what they say on the surface.”

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: Historians, teachers, and students continue to study Laura's work because it provides a window into the past.

TEKS 10(D) · Figurative Language · Week 10 of 36 · Cluster 2 ·
Module Module 2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.

NOTICE

The metaphor is in the words a window into the past. Her books are not glass windows. Like a window, they let readers look at life long ago.

CHOOSE

B. Metaphor. The words a window into the past show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

SHOW

The metaphor shows that reading her books is like looking back in time.

OWN

Answers vary. A correct answer uses metaphor clearly. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

DEFEND

The author uses the metaphor to show that Laura's books let readers see the past clearly.

YOUR TURN

Answers vary. One example: Historians, teachers, and students continue to study Laura's work because it provides a window into the past.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.

"If you missed one, that is where your learning is. Go back to the reading and look at the words again."

▶ Celebrate strong thinking about why the author chose those words, not just naming the device.

ANSWER KEY: NOTICE: The metaphor is in the words a window into the past. Her books are not glass windows. Like a window, they let readers look at life long ago.; CHOOSE: B. Metaphor. The words a window into the past show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'; SHOW: The metaphor shows that reading her books is like looking back in time.; OWN: Answers vary. A correct answer uses metaphor clearly. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'; DEFEND: The author uses the metaphor to show that Laura's books let readers see the past clearly.; Your Turn: Answers vary. One example: Historians, teachers, and students continue to study Laura's work because it provides a window into the past.

TEKS 10(D) · Figurative Language · Week 10 of 36 · Cluster 2 ·
Module Module 2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

Historians, teachers, and students continue to study Laura's work because it provides a window into the past.

What does the author mean by "a window into the past"?

- A** Her books let readers see what life was like long ago.
- B** Her books were written beside a real window.
- C** Her books are about building houses with windows.
- D** Her books are hard to read and understand.

The Writing Academy®, LLC

Grade 3 · Cluster 2 · Figurative Language

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show ~4 min What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▶ *Read the passage and the question aloud: What does the author mean by "a window into the past"?*

"Read all four choices before you decide. Think about what the words really mean in this passage."

▶ *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is A.

TEKS 10(D) · Figurative Language · Week 10 of 36 · Cluster 2 ·
Module Module 2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is A.

- A Her books let readers see what life was like long ago.**
Correct. Like a window, the books let readers look into another time.
- B Her books were written beside a real window.**
This reads the words literally. The window is not real.
- C Her books are about building houses with windows.**
The books are about frontier life, not windows.
- D Her books are hard to read and understand.**
A window lets you see clearly, so this is the opposite.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: A. Why each: A Her books let readers see what life was like long ago.: Correct. Like a window, the books let readers look into another time.; B Her books were written beside a real window.: This reads the words literally. The window is not real.; C Her books are about building houses with windows.: The books are about frontier life, not windows.; D Her books are hard to read and understand.: A window lets you see clearly, so this is the opposite.

TEKS 10(D) · Figurative Language · Week 10 of 36 · Cluster 2 · Module Module 2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Imagery

from “Carmen Lomas Garza”

Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is imagery.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we NOTICE figurative language in the reading, CHOOSE the correct type, SHOW what it means, OWN it by writing our own, then DEFEND why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Cluster 2 Module Module 3 • a class or student copy of “Carmen Lomas Garza” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 11 of 36 • Cluster 2 •
Module Module 3 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “Viewers may notice smiling faces, colorful decorations, and busy family gatherings.” (*Imagery*)

Sentence : “Her artwork uses bright colors and clear details to tell stories.” (*Imagery*)

Sentence : “Family members often gather around a table to prepare ingredients, wrap tamales, and spend time together.” (*Imagery*)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the imagery.

Read this sentence from the passage. Find the words that show imagery.

"Viewers may notice smiling faces, colorful decorations, and busy family gatherings."

I CAN I can notice imagery in our reading.

Grade 3 • Cluster 2 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice imagery in the reading."

▶ Read the I can statement aloud, then the task on the slide: Notice the imagery. Read this sentence from the passage. Find the words that show imagery.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The imagery is in the words smiling faces, colorful decorations. The reader can see happy faces and bright decorations in the paintings.

TEKS 10(D) • Figurative Language • Week 11 of 36 • Cluster 2 •
Module Module 3 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Choose the correct type.

What kind of language does the author use in this sentence?

"Viewers may notice smiling faces, colorful decorations, and busy family gatherings."

A. Hyperbole B. Simile C. Imagery

I CAN I can identify the type of language the author uses and explain how I know.

Grade 3 • Cluster 2 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I statement aloud, then the task on the slide: Choose the correct type. What kind of language does the author use in this sentence?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: C. Imagery. The words smiling faces, colorful decorations show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

TEKS 10(D) • Figurative Language • Week 11 of 36 • Cluster 2 •
 Module Module 3 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what the imagery means."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What does this imagery help the reader understand?

"Her artwork uses bright colors and clear details to tell stories."

I CAN I can explain what imagery means in context.

Grade 3 • Cluster 2 • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what the imagery means."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What does this imagery help the reader understand?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Bright colors help the reader picture how lively the paintings look.

TEKS 10(D) • Figurative Language • Week 11 of 36 • Cluster 2 •
Module Module 3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write my own example of imagery."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write your own sentence using imagery.

Write your own sentence using imagery.

I CAN I can write my own sentence using imagery.

Grade 3 • Cluster 2 • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own example of imagery."

▶ Read the I can statement aloud, then the task on the slide: Own it. Write your own. Write your own sentence using imagery.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. A correct answer uses imagery clearly. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

TEKS 10(D) • Figurative Language • Week 11 of 36 • Cluster 2 •
Module Module 3 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use imagery instead of plain language?

"Family members often gather around a table to prepare ingredients, wrap tamales, and spend time together."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 • Cluster 2 • Figurative Language • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend.
 Explain why the author used it. Why did the author use imagery instead of plain language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author uses sight details so the reader can imagine Garza's paintings without seeing them.

TEKS 10(D) • Figurative Language • Week 11 of 36 • Cluster 2 •
 Module Module 3 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find imagery on your own.

Go back to the passage. Find one more example of imagery. Write the words and explain what they mean.

Go back to the reading.

Find one more example of imagery.

Copy the exact words. Then explain what they mean and why the author used them.

I CAN I can find and explain imagery on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to find and use figurative language on your own.”

▶ *Read the Your Turn task: Go back to the passage. Find one more example of imagery. Write the words and explain what they mean. Students work independently on the tracking sheet.*

“Think about what the words really mean, not just what they say on the surface.”

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: Her artwork uses bright colors and clear details to tell stories.

TEKS 10(D) · Figurative Language · Week 11 of 36 · Cluster 2 ·
Module Module 3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.**NOTICE**

The imagery is in the words smiling faces, colorful decorations. The reader can see happy faces and bright decorations in the paintings.

CHOOSE

C. Imagery. The words smiling faces, colorful decorations show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

SHOW

Bright colors help the reader picture how lively the paintings look.

OWN

Answers vary. A correct answer uses imagery clearly. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

DEFEND

The author uses sight details so the reader can imagine Garza's paintings without seeing them.

YOUR TURN

Answers vary. One example: Her artwork uses bright colors and clear details to tell stories.

The Writing Academy®, LLC

Grade 3 · Cluster 2 · Figurative Language

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·
Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

"If you missed one, that is where your learning is. Go back to the reading and look at the words again."

▶ *Celebrate strong thinking about why the author chose those words, not just naming the device.*

ANSWER KEY: NOTICE: The imagery is in the words smiling faces, colorful decorations. The reader can see happy faces and bright decorations in the paintings.; CHOOSE: C. Imagery. The words smiling faces, colorful decorations show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.; SHOW: Bright colors help the reader picture how lively the paintings look.; OWN: Answers vary. A correct answer uses imagery clearly. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.; DEFEND: The author uses sight details so the reader can imagine Garza's paintings without seeing them.; Your Turn: Answers vary. One example: Her artwork uses bright colors and clear details to tell stories.

TEKS 10(D) · Figurative Language · Week 11 of 36 · Cluster 2 ·
Module Module 3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

Viewers may notice smiling faces, colorful decorations, and busy family gatherings.

What do the words "smiling faces, colorful decorations" help the reader do?

- A** learn how much the paintings cost to buy
- B** picture the happy, bright scenes in the paintings
- C** hear the music playing at a museum
- D** know the year each painting was made

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show ~4 min What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▶ *Read the passage and the question aloud: What do the words "smiling faces, colorful decorations" help the reader do?*

"Read all four choices before you decide. Think about what the words really mean in this passage."

▶ *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is B.

TEKS 10(D) · Figurative Language · Week 11 of 36 · Cluster 2 ·
Module Module 3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is B.

- A** **learn how much the paintings cost to buy**
The words describe the pictures, not prices.
- B** **picture the happy, bright scenes in the paintings**
Correct. These sight words help the reader see the paintings.
- C** **hear the music playing at a museum**
The words are about sight, not sound.
- D** **know the year each painting was made**
No dates are given in this sentence.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: B. Why each: A learn how much the paintings cost to buy: The words describe the pictures, not prices.; B picture the happy, bright scenes in the paintings: Correct. These sight words help the reader see the paintings.; C hear the music playing at a museum: The words are about sight, not sound.; D know the year each painting was made: No dates are given in this sentence.

TEKS 10(D) · Figurative Language · Week 11 of 36 · Cluster 2 · Module Module 3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Idiom

from “Carmen Lomas Garza”

An idiom is a phrase that means something different from the literal meaning of its words.

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is idiom.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we **NOTICE** figurative language in the reading, **CHOOSE** the correct type, **SHOW** what it means, **OWN** it by writing our own, then **DEFEND** why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Cluster 2 Module Module 4 • a class or student copy of “Carmen Lomas Garza” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 12 of 36 • Cluster 2 •
Module Module 4 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “These details help bring each scene to life.”
(Idiom)

Sentence : “These details help bring each scene to life.”
(Idiom)

Sentence : “These details help bring each scene to life.”
(Idiom)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can notice idiom in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the idiom.

Read this sentence from the passage. Find the words that show idiom.

"These details help bring each scene to life."

I CAN I can notice idiom in our reading.

Grade 3 • Cluster 2 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice idiom in the reading."

▶ Read the I can statement aloud, then the task on the slide: Notice the idiom. Read this sentence from the passage. Find the words that show idiom.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The idiom is in the words bring each scene to life. The scenes are not really alive. The idiom means the details make the paintings feel real.

TEKS 10(D) • Figurative Language • Week 12 of 36 • Cluster 2 •
Module Module 4 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Choose the correct type.

What kind of language does the author use in this sentence?

"These details help bring each scene to life."

A. Idiom B. Hyperbole C. Metaphor

I CAN I can identify the type of language the author uses and explain how I know.

Grade 3 • Cluster 2 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct type. What kind of language does the author use in this sentence?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: A. Idiom. The words bring each scene to life show idiom. An idiom is a phrase that means something different from the literal meaning of its words.

TEKS 10(D) • Figurative Language • Week 12 of 36 • Cluster 2 •
Module Module 4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what the idiom means."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What does this idiom help the reader understand?

"These details help bring each scene to life."

I CAN I can explain what idiom means in context.

Grade 3 • Cluster 2 • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what the idiom means."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What does this idiom help the reader understand?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: When a picture is brought to life, the viewer can imagine being there.

TEKS 10(D) • Figurative Language • Week 12 of 36 • Cluster 2 •
Module Module 4 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write my own example of idiom."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write your own sentence using idiom.

Write your own sentence using idiom.

I CAN I can write my own sentence using idiom.

Grade 3 • Cluster 2 • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own example of idiom."

▶ Read the I can statement aloud, then the task on the slide: Own it. Write your own. Write your own sentence using idiom.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. A correct answer uses idiom clearly. An idiom is a phrase that means something different from the literal meaning of its words.

TEKS 10(D) • Figurative Language • Week 12 of 36 • Cluster 2 •
Module Module 4 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use idiom instead of plain language?

"These details help bring each scene to life."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 • Cluster 2 • Figurative Language • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend.
Explain why the author used it. Why did the author use idiom instead of plain language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author uses the idiom to show how Garza's details make viewers feel part of the scene.

TEKS 10(D) • Figurative Language • Week 12 of 36 • Cluster 2 •
Module Module 4 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find idiom on your own.

Go back to the passage. Find one more example of idiom. Write the words and explain what they mean.

Go back to the reading.

Find one more example of idiom.

Copy the exact words. Then explain what they mean and why the author used them.

I CAN I can find and explain idiom on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to find and use figurative language on your own.”

▶ *Read the Your Turn task: Go back to the passage. Find one more example of idiom. Write the words and explain what they mean. Students work independently on the tracking sheet.*

“Think about what the words really mean, not just what they say on the surface.”

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: These details help bring each scene to life.

TEKS 10(D) · Figurative Language · Week 12 of 36 · Cluster 2 ·
Module Module 4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.**NOTICE**

The idiom is in the words bring each scene to life. The scenes are not really alive. The idiom means the details make the paintings feel real.

CHOOSE

A. Idiom. The words bring each scene to life show idiom. An idiom is a phrase that means something different from the literal meaning of its words.

SHOW

When a picture is brought to life, the viewer can imagine being there.

OWN

Answers vary. A correct answer uses idiom clearly. An idiom is a phrase that means something different from the literal meaning of its words.

DEFEND

The author uses the idiom to show how Garza's details make viewers feel part of the scene.

YOUR TURN

Answers vary. One example: These details help bring each scene to life.

**TEACHER SAYS & DOES · SLIDE 8 OF 10 ·
Review the Answers**

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

"If you missed one, that is where your learning is. Go back to the reading and look at the words again."

▶ *Celebrate strong thinking about why the author chose those words, not just naming the device.*

ANSWER KEY: NOTICE: The idiom is in the words bring each scene to life. The scenes are not really alive. The idiom means the details make the paintings feel real.; CHOOSE: A. Idiom. The words bring each scene to life show idiom. An idiom is a phrase that means something different from the literal meaning of its words.; SHOW: When a picture is brought to life, the viewer can imagine being there.; OWN: Answers vary. A correct answer uses idiom clearly. An idiom is a phrase that means something different from the literal meaning of its words.; DEFEND: The author uses the idiom to show how Garza's details make viewers feel part of the scene.; Your Turn: Answers vary. One example: These details help bring each scene to life.

TEKS 10(D) · Figurative Language · Week 12 of 36 · Cluster 2 ·
Module Module 4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

These details help bring each scene to life.

What does the phrase "bring each scene to life" mean?

- A** make the people in the paintings breathe
- B** carry each painting into a new museum
- C** make each painting feel real and lively
- D** paint each scene again from the start

The Writing Academy®, LLC

Grade 3 · Cluster 2 · Figurative Language

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show ~4 min What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▶ *Read the passage and the question aloud: What does the phrase "bring each scene to life" mean?*

"Read all four choices before you decide. Think about what the words really mean in this passage."

▶ *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is C.

TEKS 10(D) · Figurative Language · Week 12 of 36 · Cluster 2 ·
Module Module 4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is C.

- A make the people in the paintings breathe**
Painted people cannot breathe. That reads the idiom literally.
- B carry each painting into a new museum**
Bring does not mean carry here. The phrase works as a whole.
- C make each painting feel real and lively**
Correct. The idiom means the details make the scenes feel real.
- D paint each scene again from the start**
The phrase is about how the art feels, not repainting.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is C. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: C. Why each: A make the people in the paintings breathe: Painted people cannot breathe. That reads the idiom literally.; B carry each painting into a new museum: Bring does not mean carry here. The phrase works as a whole.; C make each painting feel real and lively: Correct. The idiom means the details make the scenes feel real.; D paint each scene again from the start: The phrase is about how the art feels, not repainting.

TEKS 10(D) · Figurative Language · Week 12 of 36 · Cluster 2 · Module Module 4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Simile

from “Why We Need Laws”

A simile compares two things using the words ‘like’ or ‘as.’

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is simile.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we NOTICE figurative language in the reading, CHOOSE the correct type, SHOW what it means, OWN it by writing our own, then DEFEND why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Cluster 3 Module Module 1 • a class or student copy of “Why We Need Laws” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 13 of 36 • Cluster 3 •
Module Module 1 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “Voices grew loud like clashing, noisy rings.”
(Simile)

Sentence : “Disagreements spread like storms across the town,” (Simile)

Sentence : “Disagreements spread like storms across the town,” (Simile)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can notice simile in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the simile.

Read this sentence from the passage. Find the words that show simile.

"Voices grew loud like clashing, noisy rings."

I CAN I can notice simile in our reading.

Grade 3 • Cluster 3 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice simile in the reading."

▶ Read the I can statement aloud, then the task on the slide: Notice the simile. Read this sentence from the passage. Find the words that show simile.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The simile is in the words like clashing, noisy rings. The loud voices are compared to clanging rings to show how harsh the arguing sounded.

TEKS 10(D) • Figurative Language • Week 13 of 36 • Cluster 3 •
Module Module 1 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think any sentence with like or as is a simile. A simile compares two different things.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Choose the correct type.

What kind of language does the author use in this sentence?

"Voices grew loud like clashing, noisy rings."

A. Alliteration B. Simile C. Imagery

I CAN I can identify the type of language the author uses and explain how I know.

Grade 3 • Cluster 3 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct type. What kind of language does the author use in this sentence?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: B. Simile. The words like clashing, noisy rings show simile. A simile compares two things using the words 'like' or 'as.'

TEKS 10(D) • Figurative Language • Week 13 of 36 • Cluster 3 •
Module Module 1 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think any sentence with like or as is a simile. A simile compares two different things.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what the simile means."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What does this simile help the reader understand?

"Disagreements spread like storms across the town,"

I CAN I can explain what simile means in context.

Grade 3 • Cluster 3 • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what the simile means."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What does this simile help the reader understand?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Arguments are compared to storms to show they spread fast and caused damage.

TEKS 10(D) • Figurative Language • Week 13 of 36 • Cluster 3 •
Module Module 1 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think any sentence with like or as is a simile. A simile compares two different things.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write my own example of simile."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write your own sentence using simile.

Write your own sentence using simile.

I CAN I can write my own sentence using simile.

Grade 3 • Cluster 3 • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own example of simile."

▶ Read the I can statement aloud, then the task on the slide: Own it. Write your own. Write your own sentence using simile.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. A correct answer uses simile clearly. A simile compares two things using the words 'like' or 'as.'

TEKS 10(D) • Figurative Language • Week 13 of 36 • Cluster 3 •
Module Module 1 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think any sentence with like or as is a simile. A simile compares two different things.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use simile instead of plain language?

"Disagreements spread like storms across the town,"

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 • Cluster 3 • Figurative Language • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend.
 Explain why the author used it. Why did the author use simile instead of plain language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author uses similes so the reader understands how loud and harmful life was before laws.

TEKS 10(D) • Figurative Language • Week 13 of 36 • Cluster 3 •
 Module Module 1 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think any sentence with like or as is a simile.
 A simile compares two different things.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find simile on your own.

Go back to the passage. Find one more example of simile. Write the words and explain what they mean.

Go back to the reading.

Find one more example of simile.

Copy the exact words. Then explain what they mean and why the author used them.

I CAN I can find and explain simile on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to find and use figurative language on your own.”

▶ *Read the Your Turn task: Go back to the passage. Find one more example of simile. Write the words and explain what they mean. Students work independently on the tracking sheet.*

“Think about what the words really mean, not just what they say on the surface.”

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: Disagreements spread like storms across the town,

TEKS 10(D) · Figurative Language · Week 13 of 36 · Cluster 3 ·
Module Module 1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.**NOTICE**

The simile is in the words like clashing, noisy rings. The loud voices are compared to clanging rings to show how harsh the arguing sounded.

CHOOSE

B. Simile. The words like clashing, noisy rings show simile. A simile compares two things using the words 'like' or 'as.'

SHOW

Arguments are compared to storms to show they spread fast and caused damage.

OWN

Answers vary. A correct answer uses simile clearly. A simile compares two things using the words 'like' or 'as.'

DEFEND

The author uses similes so the reader understands how loud and harmful life was before laws.

YOUR TURN

Answers vary. One example: Disagreements spread like storms across the town,

**TEACHER SAYS & DOES · SLIDE 8 OF 10 ·
Review the Answers**

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

"If you missed one, that is where your learning is. Go back to the reading and look at the words again."

▶ *Celebrate strong thinking about why the author chose those words, not just naming the device.*

ANSWER KEY: NOTICE: The simile is in the words like clashing, noisy rings. The loud voices are compared to clanging rings to show how harsh the arguing sounded.; CHOOSE: B. Simile. The words like clashing, noisy rings show simile. A simile compares two things using the words 'like' or 'as.'; SHOW: Arguments are compared to storms to show they spread fast and caused damage.; OWN: Answers vary. A correct answer uses simile clearly. A simile compares two things using the words 'like' or 'as.'; DEFEND: The author uses similes so the reader understands how loud and harmful life was before laws.; Your Turn: Answers vary. One example: Disagreements spread like storms across the town,

TEKS 10(D) · Figurative Language · Week 13 of 36 · Cluster 3 ·
Module Module 1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

Disagreements spread like storms across the town,**What does the author compare disagreements to in this line?**

- A** a town, to show the arguments were very large
- B** rain, to show people cried when they argued
- C** laws, to show the arguments helped people agree
- D** storms, to show the arguments spread and caused harm

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Figurative Language

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show ⌚ ~4 min
What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, the kind you see on the state assessment.”▶ *Read the passage and the question aloud: What does the author compare disagreements to in this line?***“Read all four choices before you decide. Think about what the words really mean in this passage.”**▶ *Give think time. Have students choose privately before any discussion.***ANSWER KEY:** The answer is D.TEKS 10(D) · Figurative Language · Week 13 of 36 · Cluster 3 ·
Module Module 1 · slide 9 of 10**CHECK FOR UNDERSTANDING**

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is D.

- A a town, to show the arguments were very large**
Town tells where the arguments spread. It is not the comparison.
- B rain, to show people cried when they argued**
The line says storms, not rain or crying.
- C laws, to show the arguments helped people agree**
Laws are not in this line, and the arguments did not help.
- D storms, to show the arguments spread and caused harm**
Correct. The word like compares the disagreements to storms.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is D. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: D. Why each: A a town, to show the arguments were very large: Town tells where the arguments spread. It is not the comparison.; B rain, to show people cried when they argued: The line says storms, not rain or crying.; C laws, to show the arguments helped people agree: Laws are not in this line, and the arguments did not help.; D storms, to show the arguments spread and caused harm: Correct. The word like compares the disagreements to storms.

TEKS 10(D) · Figurative Language · Week 13 of 36 · Cluster 3 · Module Module 1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Metaphor

from “Why We Need Laws”

A metaphor compares two things by saying one thing IS another, without using ‘like’ or ‘as.’

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is metaphor.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we **NOTICE** figurative language in the reading, **CHOOSE** the correct type, **SHOW** what it means, **OWN** it by writing our own, then **DEFEND** why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Cluster 3 Module Module 2 • a class or student copy of “Why We Need Laws” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 14 of 36 • Cluster 3 •
Module Module 2 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “So problems would not grow from branch to root.” (*Metaphor*)

Sentence : “And fairness often seemed to tumble down.” (*Metaphor*)

Sentence : “So problems would not grow from branch to root.” (*Metaphor*)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can notice metaphor in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the metaphor.

Read this sentence from the passage. Find the words that show metaphor.

"So problems would not grow from branch to root."

I CAN I can notice metaphor in our reading.

Grade 3 • Cluster 3 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice metaphor in the reading."

▶ Read the I can statement aloud, then the task on the slide: Notice the metaphor. Read this sentence from the passage. Find the words that show metaphor.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The metaphor is in the words grow from branch to root. Problems are not trees. The author compares problems to a plant that keeps growing bigger.

TEKS 10(D) • Figurative Language • Week 14 of 36 • Cluster 3 •
Module Module 2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Choose the correct type.

What kind of language does the author use in this sentence?

"So problems would not grow from branch to root."

A. Simile B. Onomatopoeia C. Metaphor

I CAN I can identify the type of language the author uses and explain how I know.

Grade 3 • Cluster 3 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct type. What kind of language does the author use in this sentence?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: C. Metaphor. The words grow from branch to root show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

TEKS 10(D) • Figurative Language • Week 14 of 36 • Cluster 3 •
 Module Module 2 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what the metaphor means."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What does this metaphor help the reader understand?

"And fairness often seemed to tumble down."

I CAN I can explain what metaphor means in context.

Grade 3 • Cluster 3 • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what the metaphor means."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What does this metaphor help the reader understand?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Fairness is not a tower. The author compares it to something falling to show it was lost.

TEKS 10(D) • Figurative Language • Week 14 of 36 • Cluster 3 •
Module Module 2 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write my own example of metaphor."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write your own sentence using metaphor.

Write your own sentence using metaphor.

I CAN I can write my own sentence using metaphor.

Grade 3 • Cluster 3 • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own example of metaphor."

▶ Read the I can statement aloud, then the task on the slide: Own it. Write your own. Write your own sentence using metaphor.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. A correct answer uses metaphor clearly. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

TEKS 10(D) • Figurative Language • Week 14 of 36 • Cluster 3 •
Module Module 2 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use metaphor instead of plain language?

"So problems would not grow from branch to root."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 • Cluster 3 • Figurative Language • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend.
 Explain why the author used it. Why did the author use metaphor instead of plain language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author compares problems to a growing tree to show why rules are needed early.

TEKS 10(D) • Figurative Language • Week 14 of 36 • Cluster 3 •
 Module Module 2 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find metaphor on your own.

Go back to the passage. Find one more example of metaphor. Write the words and explain what they mean.

Go back to the reading.

Find one more example of metaphor.

Copy the exact words. Then explain what they mean and why the author used them.

I CAN I can find and explain metaphor on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to find and use figurative language on your own."

▶ *Read the Your Turn task: Go back to the passage. Find one more example of metaphor. Write the words and explain what they mean. Students work independently on the tracking sheet.*

"Think about what the words really mean, not just what they say on the surface."

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: And fairness often seemed to tumble down.

TEKS 10(D) · Figurative Language · Week 14 of 36 · Cluster 3 ·
Module Module 2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.

NOTICE

The metaphor is in the words grow from branch to root. Problems are not trees. The author compares problems to a plant that keeps growing bigger.

CHOOSE

C. Metaphor. The words grow from branch to root show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

SHOW

Fairness is not a tower. The author compares it to something falling to show it was lost.

OWN

Answers vary. A correct answer uses metaphor clearly. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

DEFEND

The author compares problems to a growing tree to show why rules are needed early.

YOUR TURN

Answers vary. One example: And fairness often seemed to tumble down.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

"If you missed one, that is where your learning is. Go back to the reading and look at the words again."

▶ *Celebrate strong thinking about why the author chose those words, not just naming the device.*

ANSWER KEY: NOTICE: The metaphor is in the words grow from branch to root. Problems are not trees. The author compares problems to a plant that keeps growing bigger.; CHOOSE: C. Metaphor. The words grow from branch to root show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'; SHOW: Fairness is not a tower. The author compares it to something falling to show it was lost.; OWN: Answers vary. A correct answer uses metaphor clearly. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'; DEFEND: The author compares problems to a growing tree to show why rules are needed early.; Your Turn: Answers vary. One example: And fairness often seemed to tumble down.

TEKS 10(D) · Figurative Language · Week 14 of 36 · Cluster 3 ·
Module Module 2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

So problems would not grow from branch to root.

What does the author compare problems to in this line?

- A** a plant, because problems can keep growing bigger
- B** a road, because problems take people far away
- C** a storm, because problems make loud noises
- D** a game, because problems have rules to follow

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Figurative Language

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show

⌚ ~4 min

What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, the kind you see on the state assessment.”

▶ *Read the passage and the question aloud: What does the author compare problems to in this line?*

“Read all four choices before you decide. Think about what the words really mean in this passage.”

▶ *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is A.

TEKS 10(D) · Figurative Language · Week 14 of 36 · Cluster 3 · Module Module 2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is A.

A a plant, because problems can keep growing bigger
Correct. Branch and root show problems growing like a tree.

B a road, because problems take people far away
No road is named. Branch and root belong to a plant.

C a storm, because problems make loud noises
This line does not mention storms or noise.

D a game, because problems have rules to follow
Nothing in the line compares problems to a game.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: A. Why each: A a plant, because problems can keep growing bigger: Correct. Branch and root show problems growing like a tree.; B a road, because problems take people far away: No road is named. Branch and root belong to a plant.; C a storm, because problems make loud noises: This line does not mention storms or noise.; D a game, because problems have rules to follow: Nothing in the line compares problems to a game.

TEKS 10(D) · Figurative Language · Week 14 of 36 · Cluster 3 · Module Module 2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Idiom

from “The Lunchroom Discoveries”

An idiom is a phrase that means something different from the literal meaning of its words.

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is idiom.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we **NOTICE** figurative language in the reading, **CHOOSE** the correct type, **SHOW** what it means, **OWN** it by writing our own, then **DEFEND** why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Cluster 3 Module Module 3 • a class or student copy of “The Lunchroom Discoveries” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 15 of 36 • Cluster 3 •
Module Module 3 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “That’s why his discoveries were such a big deal.” (*Idiom*)

Sentence : “That sounds like a huge step forward.” (*Idiom*)

Sentence : “Many scientific discoveries happen because someone asks a question and refuses to give up until they find an answer.” (*Idiom*)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can notice idiom in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the idiom.

Read this sentence from the passage. Find the words that show idiom.

"That's why his discoveries were such a big deal."

I CAN I can notice idiom in our reading.

Grade 3 • Cluster 3 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice idiom in the reading."

▶ Read the I can statement aloud, then the task on the slide: Notice the idiom. Read this sentence from the passage. Find the words that show idiom.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The idiom is in the words a big deal. A big deal is not a real deal or trade. The idiom means something very important.

TEKS 10(D) • Figurative Language • Week 15 of 36 • Cluster 3 •
Module Module 3 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Choose the correct type.

What kind of language does the author use in this sentence?

"That's why his discoveries were such a big deal."

A. Idiom B. Metaphor C. Onomatopoeia

I CAN I can identify the type of language the author uses and explain how I know.

Grade 3 • Cluster 3 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct type. What kind of language does the author use in this sentence?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: A. Idiom. The words a big deal show idiom. An idiom is a phrase that means something different from the literal meaning of its words.

TEKS 10(D) • Figurative Language • Week 15 of 36 • Cluster 3 •
Module Module 3 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what the idiom means."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What does this idiom help the reader understand?

"That sounds like a huge step forward."

I CAN I can explain what idiom means in context.

Grade 3 • Cluster 3 • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what the idiom means."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What does this idiom help the reader understand?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: No one really stepped. The idiom means Pasteur's work was a big move toward progress.

TEKS 10(D) • Figurative Language • Week 15 of 36 • Cluster 3 •
Module Module 3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write my own example of idiom."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write your own sentence using idiom.

Write your own sentence using idiom.

I CAN I can write my own sentence using idiom.

Grade 3 • Cluster 3 • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own example of idiom."

▶ Read the I can statement aloud, then the task on the slide: Own it. Write your own. Write your own sentence using idiom.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. A correct answer uses idiom clearly. An idiom is a phrase that means something different from the literal meaning of its words.

TEKS 10(D) • Figurative Language • Week 15 of 36 • Cluster 3 •
Module Module 3 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use idiom instead of plain language?

"Many scientific discoveries happen because someone asks a question and refuses to give up until they find an answer."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 • Cluster 3 • Figurative Language • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend.
 Explain why the author used it. Why did the author use idiom instead of plain language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author uses idioms so the students in the play sound like real people talking.

TEKS 10(D) • Figurative Language • Week 15 of 36 • Cluster 3 •
 Module Module 3 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find idiom on your own.

Go back to the passage. Find one more example of idiom. Write the words and explain what they mean.

Go back to the reading.

Find one more example of idiom.

Copy the exact words. Then explain what they mean and why the author used them.

I CAN I can find and explain idiom on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to find and use figurative language on your own."

▶ *Read the Your Turn task: Go back to the passage. Find one more example of idiom. Write the words and explain what they mean. Students work independently on the tracking sheet.*

"Think about what the words really mean, not just what they say on the surface."

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: That sounds like a huge step forward.

TEKS 10(D) · Figurative Language · Week 15 of 36 · Cluster 3 ·
Module Module 3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.**NOTICE**

The idiom is in the words a big deal. A big deal is not a real deal or trade. The idiom means something very important.

CHOOSE

A. Idiom. The words a big deal show idiom. An idiom is a phrase that means something different from the literal meaning of its words.

SHOW

No one really stepped. The idiom means Pasteur's work was a big move toward progress.

OWN

Answers vary. A correct answer uses idiom clearly. An idiom is a phrase that means something different from the literal meaning of its words.

DEFEND

The author uses idioms so the students in the play sound like real people talking.

YOUR TURN

Answers vary. One example: That sounds like a huge step forward.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·
Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

"If you missed one, that is where your learning is. Go back to the reading and look at the words again."

▶ *Celebrate strong thinking about why the author chose those words, not just naming the device.*

ANSWER KEY: NOTICE: The idiom is in the words a big deal. A big deal is not a real deal or trade. The idiom means something very important.; CHOOSE: A. Idiom. The words a big deal show idiom. An idiom is a phrase that means something different from the literal meaning of its words.; SHOW: No one really stepped. The idiom means Pasteur's work was a big move toward progress.; OWN: Answers vary. A correct answer uses idiom clearly. An idiom is a phrase that means something different from the literal meaning of its words.; DEFEND: The author uses idioms so the students in the play sound like real people talking.; Your Turn: Answers vary. One example: That sounds like a huge step forward.

TEKS 10(D) · Figurative Language · Week 15 of 36 · Cluster 3 ·
Module Module 3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

That's why his discoveries were such a big deal.

What does the phrase "a big deal" mean in this sentence?

- A** a large trade at a store
- B** something very important
- C** a card game played at lunch
- D** a very heavy lunch tray

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Figurative Language

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show ~4 min What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▶ *Read the passage and the question aloud: What does the phrase "a big deal" mean in this sentence?*

"Read all four choices before you decide. Think about what the words really mean in this passage."

▶ *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is B.

TEKS 10(D) · Figurative Language · Week 15 of 36 · Cluster 3 ·
Module Module 3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is B.

- A a large trade at a store**
This reads the words literally. No trade happened.
- B something very important**
Correct. A big deal is an idiom for something that matters a lot.
- C a card game played at lunch**
The students are talking about science, not cards.
- D a very heavy lunch tray**
Big here does not mean heavy. The phrase works as a whole.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: B. Why each: A a large trade at a store: This reads the words literally. No trade happened.; B something very important: Correct. A big deal is an idiom for something that matters a lot.; C a card game played at lunch: The students are talking about science, not cards.; D a very heavy lunch tray: Big here does not mean heavy. The phrase works as a whole.

TEKS 10(D) · Figurative Language · Week 15 of 36 · Cluster 3 · Module Module 3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Literal and Figurative Language

from “The Lunchroom Discoveries”

Literal language means exactly what the words say. Figurative language uses words in a special way to compare, exaggerate, or create a picture.

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is literal and figurative language.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we **NOTICE** figurative language in the reading, **CHOOSE** the correct type, **SHOW** what it means, **OWN** it by writing our own, then **DEFEND** why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Cluster 3 Module Module 4 • a class or student copy of “The Lunchroom Discoveries” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 16 of 36 • Cluster 3 •
Module Module 4 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “Pasteur figured out that heating liquids could kill harmful germs.” (*Literal*)

Sentence : “Pasteur’s research helped scientists learn that tiny germs could spread illness.” (*Literal*)

Sentence : “The lunch bell rings.” (*Literal*)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can tell if language is literal or figurative."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the language.

Read this sentence from the passage. Does it mean exactly what it says?

"Pasteur figured out that heating liquids could kill harmful germs."

I CAN I can tell whether the author's words are literal or figurative.

Grade 3 • Cluster 3 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can tell if language is literal or figurative."

▶ Read the I can statement aloud, then the task on the slide: Notice the language. Read this sentence from the passage. Does it mean exactly what it says?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Literal. This sentence means exactly what it says. Heat destroys germs in liquids like milk.

TEKS 10(D) • Figurative Language • Week 16 of 36 • Cluster 3 •
Module Module 4 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Choose the correct type.

Is this sentence literal, or does it use a kind of figurative language?

"Pasteur figured out that heating liquids could kill harmful germs."

A. Literal B. Simile C. Personification

I CAN I can identify the type of language the author uses and explain how I know.

Grade 3 • Cluster 3 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct type. Is this sentence literal, or does it use a kind of figurative language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: A. Literal. This sentence means exactly what it says. Heat destroys germs in liquids like milk.

TEKS 10(D) • Figurative Language • Week 16 of 36 • Cluster 3 •
Module Module 4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what literal language tells me."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What exact information does this sentence give the reader?

"Pasteur's research helped scientists learn that tiny germs could spread illness."

I CAN I can explain what literal language tells the reader.

Grade 3 • Cluster 3 • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what literal language tells me."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What exact information does this sentence give the reader?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: This is a plain fact: small germs can make people sick.

TEKS 10(D) • Figurative Language • Week 16 of 36 • Cluster 3 •
Module Module 4 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write literal and figurative sentences."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write one literal sentence and one figurative sentence about the same topic.

Write one literal sentence and one figurative sentence
about the same topic from the passage.

I CAN I can write a literal sentence and a figurative sentence about one topic.



Grade 3 • Cluster 3 • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write literal and figurative sentences."

▶ Read the I can statement aloud, then the task on the slide: Own it.
Write your own. Write one literal sentence and one figurative sentence
about the same topic.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own
answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. The literal sentence means exactly what it says; the figurative sentence compares, exaggerates, or gives human traits.

TEKS 10(D) • Figurative Language • Week 16 of 36 • Cluster 3 •
Module Module 4 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why does the author use plain, literal words here?

"The lunch bell rings."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 • Cluster 3 • Figurative Language • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend. Explain why the author used it. Why does the author use plain, literal words here?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author uses literal language so readers get the science facts exactly right.

TEKS 10(D) • Figurative Language • Week 16 of 36 • Cluster 3 •
 Module Module 4 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find literal language on your own.

Go back to the passage. Find one more literal sentence and explain how you know.

Go back to the reading.

Find one sentence that means exactly what it says.

Copy the exact words and explain how you know it is literal.

I CAN I can find literal language and explain how I know.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to find and use figurative language on your own.”

▶ *Read the Your Turn task: Go back to the passage. Find one more literal sentence and explain how you know. Students work independently on the tracking sheet.*

“Think about what the words really mean, not just what they say on the surface.”

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: Pasteur's research helped scientists learn that tiny germs could spread illness.

TEKS 10(D) · Figurative Language · Week 16 of 36 · Cluster 3 ·
Module Module 4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.

NOTICE

Literal. This sentence means exactly what it says. Heat destroys germs in liquids like milk.

CHOOSE

A. Literal. This sentence means exactly what it says. Heat destroys germs in liquids like milk.

SHOW

This is a plain fact: small germs can make people sick.

OWN

Answers vary. The literal sentence means exactly what it says; the figurative sentence compares, exaggerates, or gives human traits.

DEFEND

The author uses literal language so readers get the science facts exactly right.

YOUR TURN

Answers vary. One example: Pasteur's research helped scientists learn that tiny germs could spread illness.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

"If you missed one, that is where your learning is. Go back to the reading and look at the words again."

▶ *Celebrate strong thinking about why the author chose those words, not just naming the device.*

ANSWER KEY: NOTICE: Literal. This sentence means exactly what it says. Heat destroys germs in liquids like milk.; CHOOSE: A. Literal. This sentence means exactly what it says. Heat destroys germs in liquids like milk.; SHOW: This is a plain fact: small germs can make people sick.; OWN: Answers vary. The literal sentence means exactly what it says; the figurative sentence compares, exaggerates, or gives human traits.; DEFEND: The author uses literal language so readers get the science facts exactly right.; Your Turn: Answers vary. One example: Pasteur's research helped scientists learn that tiny germs could spread illness.

TEKS 10(D) · Figurative Language · Week 16 of 36 · Cluster 3 ·
Module Module 4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

Pasteur figured out that heating liquids could kill harmful germs.

Is this sentence literal or figurative?

- A** figurative, because it compares germs to liquids
- B** figurative, because it exaggerates how hot milk is
- C** literal, because heat really does destroy germs
- D** literal, because Pasteur was a character in a play

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Figurative Language

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show

⌚ ~4 min

What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, the kind you see on the state assessment.”

▶ Read the passage and the question aloud: *Is this sentence literal or figurative?*

“Read all four choices before you decide. Think about what the words really mean in this passage.”

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is C.

TEKS 10(D) · Figurative Language · Week 16 of 36 · Cluster 3 · Module Module 4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is C.

- A** **figurative, because it compares germs to liquids**
Germs and liquids are not being compared.
- B** **figurative, because it exaggerates how hot milk is**
No temperature is exaggerated. It is a plain fact.
- C** **literal, because heat really does destroy germs**
Correct. The words mean exactly what they say.
- D** **literal, because Pasteur was a character in a play**
It is literal, but because the fact is true, not because of the play.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is C. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: C. Why each: A figurative, because it compares germs to liquids: Germs and liquids are not being compared.; B figurative, because it exaggerates how hot milk is: No temperature is exaggerated. It is a plain fact.; C literal, because heat really does destroy germs: Correct. The words mean exactly what they say.; D literal, because Pasteur was a character in a play: It is literal, but because the fact is true, not because of the play.

TEKS 10(D) · Figurative Language · Week 16 of 36 · Cluster 3 · Module Module 4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Idiom

from “Benjamin Franklin and Electricity”

An idiom is a phrase that means something different from the literal meaning of its words.

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is idiom.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we **NOTICE** figurative language in the reading, **CHOOSE** the correct type, **SHOW** what it means, **OWN** it by writing our own, then **DEFEND** why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Cluster 4 Module Module 1 • a class or student copy of “Benjamin Franklin and Electricity” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 17 of 36 • Cluster 4 •
Module Module 1 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “The invention also gave people peace of mind.” (*Idiom*)

Sentence : “The invention also gave people peace of mind.” (*Idiom*)

Sentence : “The invention also gave people peace of mind.” (*Idiom*)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can notice idiom in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the idiom.

Read this sentence from the passage. Find the words that show idiom.

"The invention also gave people peace of mind."

I CAN I can notice idiom in our reading.

Grade 3 • Cluster 4 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice idiom in the reading."

▶ Read the I can statement aloud, then the task on the slide: Notice the idiom. Read this sentence from the passage. Find the words that show idiom.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The idiom is in the words peace of mind. Peace of mind is not an object. The idiom means people felt calm and stopped worrying.

TEKS 10(D) • Figurative Language • Week 17 of 36 • Cluster 4 •
Module Module 1 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Choose the correct type.

What kind of language does the author use in this sentence?

"The invention also gave people peace of mind."

A. Imagery B. Alliteration C. Idiom

I CAN I can identify the type of language the author uses and explain how I know.

Grade 3 • Cluster 4 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct type. What kind of language does the author use in this sentence?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: C. Idiom. The words peace of mind show idiom. An idiom is a phrase that means something different from the literal meaning of its words.

TEKS 10(D) • Figurative Language • Week 17 of 36 • Cluster 4 •
Module Module 1 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what the idiom means."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What does this idiom help the reader understand?

"The invention also gave people peace of mind."

I CAN I can explain what idiom means in context.

Grade 3 • Cluster 4 • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what the idiom means."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What does this idiom help the reader understand?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The lightning rod could not hand people anything. It made them feel safe.

TEKS 10(D) • Figurative Language • Week 17 of 36 • Cluster 4 •
Module Module 1 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write my own example of idiom."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write your own sentence using idiom.

Write your own sentence using idiom.

I CAN I can write my own sentence using idiom.

Grade 3 • Cluster 4 • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own example of idiom."

▶ Read the I can statement aloud, then the task on the slide: Own it. Write your own. Write your own sentence using idiom.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. A correct answer uses idiom clearly. An idiom is a phrase that means something different from the literal meaning of its words.

TEKS 10(D) • Figurative Language • Week 17 of 36 • Cluster 4 •
Module Module 1 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use idiom instead of plain language?

"The invention also gave people peace of mind."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 • Cluster 4 • Figurative Language • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend.
 Explain why the author used it. Why did the author use idiom instead of plain language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author uses the idiom to show how much calmer people felt once lightning rods protected them.

TEKS 10(D) • Figurative Language • Week 17 of 36 • Cluster 4 •
 Module Module 1 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find idiom on your own.

Go back to the passage. Find one more example of idiom. Write the words and explain what they mean.

Go back to the reading.

Find one more example of idiom.

Copy the exact words. Then explain what they mean and why the author used them.

I CAN I can find and explain idiom on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to find and use figurative language on your own."

▶ *Read the Your Turn task: Go back to the passage. Find one more example of idiom. Write the words and explain what they mean. Students work independently on the tracking sheet.*

"Think about what the words really mean, not just what they say on the surface."

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: The invention also gave people peace of mind.

TEKS 10(D) · Figurative Language · Week 17 of 36 · Cluster 4 ·
Module Module 1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.

NOTICE

The idiom is in the words peace of mind. Peace of mind is not an object. The idiom means people felt calm and stopped worrying.

CHOOSE

C. Idiom. The words peace of mind show idiom. An idiom is a phrase that means something different from the literal meaning of its words.

SHOW

The lightning rod could not hand people anything. It made them feel safe.

OWN

Answers vary. A correct answer uses idiom clearly. An idiom is a phrase that means something different from the literal meaning of its words.

DEFEND

The author uses the idiom to show how much calmer people felt once lightning rods protected them.

YOUR TURN

Answers vary. One example: The invention also gave people peace of mind.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

"If you missed one, that is where your learning is. Go back to the reading and look at the words again."

▶ *Celebrate strong thinking about why the author chose those words, not just naming the device.*

ANSWER KEY: NOTICE: The idiom is in the words peace of mind. Peace of mind is not an object. The idiom means people felt calm and stopped worrying.; CHOOSE: C. Idiom. The words peace of mind show idiom. An idiom is a phrase that means something different from the literal meaning of its words.; SHOW: The lightning rod could not hand people anything. It made them feel safe.; OWN: Answers vary. A correct answer uses idiom clearly. An idiom is a phrase that means something different from the literal meaning of its words.; DEFEND: The author uses the idiom to show how much calmer people felt once lightning rods protected them.; Your Turn: Answers vary. One example: The invention also gave people peace of mind.

TEKS 10(D) · Figurative Language · Week 17 of 36 · Cluster 4 ·
Module Module 1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

The invention also gave people peace of mind.**What does the phrase "peace of mind" mean in this sentence?**

- A** a quiet room for thinking
- B** a treaty that ended a war
- C** a new way to study electricity
- D** a calm feeling of not being worried

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Figurative Language

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show ⌚ ~4 min
What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."▶ *Read the passage and the question aloud: What does the phrase "peace of mind" mean in this sentence?***"Read all four choices before you decide. Think about what the words really mean in this passage."**▶ *Give think time. Have students choose privately before any discussion.***ANSWER KEY:** The answer is D.TEKS 10(D) · Figurative Language · Week 17 of 36 · Cluster 4 ·
Module Module 1 · slide 9 of 10**CHECK FOR UNDERSTANDING**

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTIONPicking the literal meaning instead of the figurative one.
Remind students that figurative language means something beyond the surface words.**POSSIBLE STUDENT QUESTION**

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is D.

- A a quiet room for thinking**
Peace of mind is a feeling, not a place.
- B a treaty that ended a war**
No war is mentioned. The phrase works as a whole.
- C a new way to study electricity**
The phrase describes a feeling, not a method.
- D a calm feeling of not being worried**
Correct. The idiom means people felt safe and calm.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is D. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: D. Why each: A a quiet room for thinking: Peace of mind is a feeling, not a place.; B a treaty that ended a war: No war is mentioned. The phrase works as a whole.; C a new way to study electricity: The phrase describes a feeling, not a method.; D a calm feeling of not being worried: Correct. The idiom means people felt safe and calm.

TEKS 10(D) · Figurative Language · Week 17 of 36 · Cluster 4 · Module Module 1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Metaphor

from “Benjamin Franklin and Electricity”

A metaphor compares two things by saying one thing IS another, without using ‘like’ or ‘as.’

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is metaphor.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we NOTICE figurative language in the reading, CHOOSE the correct type, SHOW what it means, OWN it by writing our own, then DEFEND why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Cluster 4 Module Module 2 • a class or student copy of “Benjamin Franklin and Electricity” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 18 of 36 • Cluster 4 •
Module Module 2 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “His work laid an important foundation for future discoveries.” (*Metaphor*)

Sentence : “His work laid an important foundation for future discoveries.” (*Metaphor*)

Sentence : “His work laid an important foundation for future discoveries.” (*Metaphor*)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can notice metaphor in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the metaphor.

Read this sentence from the passage. Find the words that show metaphor.

"His work laid an important foundation for future discoveries."

I CAN I can notice metaphor in our reading.

Grade 3 • Cluster 4 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice metaphor in the reading."

▶ Read the I can statement aloud, then the task on the slide: Notice the metaphor. Read this sentence from the passage. Find the words that show metaphor.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The metaphor is in the words laid an important foundation. Franklin did not pour concrete. His ideas are compared to the base of a building that others built on.

TEKS 10(D) • Figurative Language • Week 18 of 36 • Cluster 4 •
Module Module 2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Choose the correct type.

What kind of language does the author use in this sentence?

"His work laid an important foundation for future discoveries."

A. Metaphor B. Hyperbole C. Simile

I CAN I can identify the type of language the author uses and explain how I know.

Grade 3 • Cluster 4 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct type. What kind of language does the author use in this sentence?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: A. Metaphor. The words laid an important foundation show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

TEKS 10(D) • Figurative Language • Week 18 of 36 • Cluster 4 •
Module Module 2 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what the metaphor means."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What does this metaphor help the reader understand?

"His work laid an important foundation for future discoveries."

I CAN I can explain what metaphor means in context.

Grade 3 • Cluster 4 • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what the metaphor means."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What does this metaphor help the reader understand?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: A foundation holds up a building. Franklin's ideas held up later science.

TEKS 10(D) • Figurative Language • Week 18 of 36 • Cluster 4 •
Module Module 2 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write my own example of metaphor."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write your own sentence using metaphor.

Write your own sentence using metaphor.

I CAN I can write my own sentence using metaphor.

Grade 3 • Cluster 4 • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own example of metaphor."

▶ Read the I can statement aloud, then the task on the slide: Own it. Write your own. Write your own sentence using metaphor.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. A correct answer uses metaphor clearly. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

TEKS 10(D) • Figurative Language • Week 18 of 36 • Cluster 4 •
Module Module 2 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use metaphor instead of plain language?

"His work laid an important foundation for future discoveries."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 • Cluster 4 • Figurative Language • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend.
 Explain why the author used it. Why did the author use metaphor instead of plain language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author compares Franklin's work to a foundation to show that later discoveries were built on it.

TEKS 10(D) • Figurative Language • Week 18 of 36 • Cluster 4 •
 Module Module 2 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing **IS** a different thing.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find metaphor on your own.

Go back to the passage. Find one more example of metaphor. Write the words and explain what they mean.

Go back to the reading.

Find one more example of metaphor.

Copy the exact words. Then explain what they mean and why the author used them.

I CAN I can find and explain metaphor on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to find and use figurative language on your own."

▶ *Read the Your Turn task: Go back to the passage. Find one more example of metaphor. Write the words and explain what they mean. Students work independently on the tracking sheet.*

"Think about what the words really mean, not just what they say on the surface."

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: His work laid an important foundation for future discoveries.

TEKS 10(D) · Figurative Language · Week 18 of 36 · Cluster 4 ·
Module Module 2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.

NOTICE

The metaphor is in the words laid an important foundation. Franklin did not pour concrete. His ideas are compared to the base of a building that others built on.

CHOOSE

A. Metaphor. The words laid an important foundation show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

SHOW

A foundation holds up a building. Franklin's ideas held up later science.

OWN

Answers vary. A correct answer uses metaphor clearly. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

DEFEND

The author compares Franklin's work to a foundation to show that later discoveries were built on it.

YOUR TURN

Answers vary. One example: His work laid an important foundation for future discoveries.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.

"If you missed one, that is where your learning is. Go back to the reading and look at the words again."

▶ Celebrate strong thinking about why the author chose those words, not just naming the device.

ANSWER KEY: NOTICE: The metaphor is in the words laid an important foundation. Franklin did not pour concrete. His ideas are compared to the base of a building that others built on.; CHOOSE: A. Metaphor. The words laid an important foundation show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'; SHOW: A foundation holds up a building. Franklin's ideas held up later science.; OWN: Answers vary. A correct answer uses metaphor clearly. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'; DEFEND: The author compares Franklin's work to a foundation to show that later discoveries were built on it.; Your Turn: Answers vary. One example: His work laid an important foundation for future discoveries.

TEKS 10(D) · Figurative Language · Week 18 of 36 · Cluster 4 ·
Module Module 2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

His work laid an important foundation for future discoveries.

What does the author mean by "laid an important foundation"?

- A** His ideas became a base that later scientists built on.
- B** He built the bottom floor of a new laboratory.
- C** He placed lightning rods under many houses.
- D** He stopped studying science after one discovery.

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Figurative Language

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show ~4 min What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▶ Read the passage and the question aloud: What does the author mean by "laid an important foundation"?

"Read all four choices before you decide. Think about what the words really mean in this passage."

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is A.

TEKS 10(D) · Figurative Language · Week 18 of 36 · Cluster 4 ·
Module Module 2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is A.

- A His ideas became a base that later scientists built on.**
Correct. Like the base of a building, his work supported later discoveries.
- B He built the bottom floor of a new laboratory.**
This reads the words literally. No building was made.
- C He placed lightning rods under many houses.**
Lightning rods go on top of buildings, and this is not literal.
- D He stopped studying science after one discovery.**
The sentence shows his work helped discoveries continue.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: A. Why each: A His ideas became a base that later scientists built on.: Correct. Like the base of a building, his work supported later discoveries.; B He built the bottom floor of a new laboratory.: This reads the words literally. No building was made.; C He placed lightning rods under many houses.: Lightning rods go on top of buildings, and this is not literal.; D He stopped studying science after one discovery.: The sentence shows his work helped discoveries continue.

TEKS 10(D) · Figurative Language · Week 18 of 36 · Cluster 4 · Module Module 2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Idiom

from “The Founding Fathers”

An idiom is a phrase that means something different from the literal meaning of its words.

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is idiom.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we **NOTICE** figurative language in the reading, **CHOOSE** the correct type, **SHOW** what it means, **OWN** it by writing our own, then **DEFEND** why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Cluster 4 Module Module 3 • a class or student copy of “The Founding Fathers” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 19 of 36 • Cluster 4 •
Module Module 3 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “Colonists believed they should have a voice in the government since the laws affected their daily lives.” (*Idiom*)

Sentence : “John Adams and James Madison also played important roles in helping guide the colonies.” (*Idiom*)

Sentence : “They faced difficult decisions and often worked under pressure.” (*Idiom*)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can notice idiom in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the idiom.

Read this sentence from the passage. Find the words that show idiom.

"Colonists believed they should have a voice in the government since the laws affected their daily lives."

I CAN I can notice idiom in our reading.

Grade 3 • Cluster 4 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 •
Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice idiom in the reading."

▶ Read the I can statement aloud, then the task on the slide: Notice the idiom. Read this sentence from the passage. Find the words that show idiom.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The idiom is in the words have a voice. The colonists already had voices. The idiom means having a say in decisions.

TEKS 10(D) • Figurative Language • Week 19 of 36 • Cluster 4 •
Module Module 3 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Choose the correct type.

What kind of language does the author use in this sentence?

"Colonists believed they should have a voice in the government since the laws affected their daily lives."

A. Hyperbole B. Idiom C. Metaphor

I CAN I can identify the type of language the author uses and explain how I know.

Grade 3 • Cluster 4 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct type. What kind of language does the author use in this sentence?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: B. Idiom. The words have a voice show idiom. An idiom is a phrase that means something different from the literal meaning of its words.

TEKS 10(D) • Figurative Language • Week 19 of 36 • Cluster 4 •
 Module Module 3 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what the idiom means."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What does this idiom help the reader understand?

"John Adams and James Madison also played important roles in helping guide the colonies."

I CAN I can explain what idiom means in context.

Grade 3 • Cluster 4 • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what the idiom means."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What does this idiom help the reader understand?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: They were not actors in a play. The idiom means they had important jobs.

TEKS 10(D) • Figurative Language • Week 19 of 36 • Cluster 4 •
Module Module 3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write my own example of idiom."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write your own sentence using idiom.

Write your own sentence using idiom.

I CAN I can write my own sentence using idiom.

Grade 3 • Cluster 4 • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own example of idiom."

▶ Read the I can statement aloud, then the task on the slide: Own it. Write your own. Write your own sentence using idiom.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. A correct answer uses idiom clearly. An idiom is a phrase that means something different from the literal meaning of its words.

TEKS 10(D) • Figurative Language • Week 19 of 36 • Cluster 4 •
Module Module 3 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use idiom instead of plain language?

"They faced difficult decisions and often worked under pressure."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 • Cluster 4 • Figurative Language • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend.
 Explain why the author used it. Why did the author use idiom instead of plain language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author uses idioms to explain big ideas about government in words students already know.

TEKS 10(D) • Figurative Language • Week 19 of 36 • Cluster 4 •
 Module Module 3 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find idiom on your own.

Go back to the passage. Find one more example of idiom. Write the words and explain what they mean.

Go back to the reading.

Find one more example of idiom.

Copy the exact words. Then explain what they mean and why the author used them.

I CAN I can find and explain idiom on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to find and use figurative language on your own.”

▶ *Read the Your Turn task: Go back to the passage. Find one more example of idiom. Write the words and explain what they mean. Students work independently on the tracking sheet.*

“Think about what the words really mean, not just what they say on the surface.”

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: John Adams and James Madison also played important roles in helping guide the colonies.

TEKS 10(D) · Figurative Language · Week 19 of 36 · Cluster 4 ·
Module Module 3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.**NOTICE**

The idiom is in the words have a voice. The colonists already had voices. The idiom means having a say in decisions.

CHOOSE

B. Idiom. The words have a voice show idiom. An idiom is a phrase that means something different from the literal meaning of its words.

SHOW

They were not actors in a play. The idiom means they had important jobs.

OWN

Answers vary. A correct answer uses idiom clearly. An idiom is a phrase that means something different from the literal meaning of its words.

DEFEND

The author uses idioms to explain big ideas about government in words students already know.

YOUR TURN

Answers vary. One example: John Adams and James Madison also played important roles in helping guide the colonies.

**TEACHER SAYS & DOES · SLIDE 8 OF 10 ·
Review the Answers**

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

"If you missed one, that is where your learning is. Go back to the reading and look at the words again."

▶ *Celebrate strong thinking about why the author chose those words, not just naming the device.*

ANSWER KEY: NOTICE: The idiom is in the words have a voice. The colonists already had voices. The idiom means having a say in decisions.; CHOOSE: B. Idiom. The words have a voice show idiom. An idiom is a phrase that means something different from the literal meaning of its words.; SHOW: They were not actors in a play. The idiom means they had important jobs.; OWN: Answers vary. A correct answer uses idiom clearly. An idiom is a phrase that means something different from the literal meaning of its words.; DEFEND: The author uses idioms to explain big ideas about government in words students already know.; Your Turn: Answers vary. One example: John Adams and James Madison also played important roles in helping guide the colonies.

TEKS 10(D) · Figurative Language · Week 19 of 36 · Cluster 4 ·
Module Module 3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

Colonists believed they should have a voice in the government since the laws affected their daily lives.

What does the phrase "have a voice" mean in this sentence?

- A be able to sing loudly
- B have a say in decisions
- C speak in a British accent
- D be the only people who talk

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Figurative Language

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show ~4 min
What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▶ Read the passage and the question aloud: What does the phrase "have a voice" mean in this sentence?

"Read all four choices before you decide. Think about what the words really mean in this passage."

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is B.

TEKS 10(D) · Figurative Language · Week 19 of 36 · Cluster 4 ·
Module Module 3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is B.

- A be able to sing loudly**
This reads the words literally. The sentence is about government.
- B have a say in decisions**
Correct. The idiom means taking part in decisions.
- C speak in a British accent**
Accents are not mentioned. The phrase works as a whole.
- D be the only people who talk**
The colonists wanted a fair say, not to be the only speakers.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: B. Why each: A be able to sing loudly: This reads the words literally. The sentence is about government.; B have a say in decisions: Correct. The idiom means taking part in decisions.; C speak in a British accent: Accents are not mentioned. The phrase works as a whole.; D be the only people who talk: The colonists wanted a fair say, not to be the only speakers.

TEKS 10(D) · Figurative Language · Week 19 of 36 · Cluster 4 · Module Module 3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Literal and Figurative Language

from “The Founding Fathers”

Literal language means exactly what the words say. Figurative language uses words in a special way to compare, exaggerate, or create a picture.

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is literal and figurative language.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we NOTICE figurative language in the reading, CHOOSE the correct type, SHOW what it means, OWN it by writing our own, then DEFEND why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Cluster 4 Module Module 4 • a class or student copy of “The Founding Fathers” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 20 of 36 • Cluster 4 •
Module Module 4 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “The Constitution established three branches of government.” (*Literal*)

Sentence : “George Washington became the commander of the Continental Army.” (*Literal*)

Sentence : “In 1787, many of the nation’s leaders gathered to write the Constitution.” (*Literal*)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can tell if language is literal or figurative."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the language.

Read this sentence from the passage. Does it mean exactly what it says?

"The Constitution established three branches of government."

I CAN I can tell whether the author's words are literal or figurative.

Grade 3 • Cluster 4 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can tell if language is literal or figurative."

▶ Read the I can statement aloud, then the task on the slide: Notice the language. Read this sentence from the passage. Does it mean exactly what it says?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Literal. This is literal. A document can set up a government; no human feeling is given to it.

TEKS 10(D) • Figurative Language • Week 20 of 36 • Cluster 4 •
Module Module 4 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Choose the correct type.

Is this sentence literal, or does it use a kind of figurative language?

"The Constitution established three branches of government."

A. Literal B. Simile C. Personification

I CAN I can identify the type of language the author uses and explain how I know.

Grade 3 • Cluster 4 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct type. Is this sentence literal, or does it use a kind of figurative language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: A. Literal. This is literal. A document can set up a government; no human feeling is given to it.

TEKS 10(D) • Figurative Language • Week 20 of 36 • Cluster 4 •
 Module Module 4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what literal language tells me."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What exact information does this sentence give the reader?

"George Washington became the commander of the Continental Army."

I CAN I can explain what literal language tells the reader.

Grade 3 • Cluster 4 • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what literal language tells me."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What exact information does this sentence give the reader?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: This sentence tells a real fact about Washington's job.

TEKS 10(D) • Figurative Language • Week 20 of 36 • Cluster 4 •
Module Module 4 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write literal and figurative sentences."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write one literal sentence and one figurative sentence about the same topic.

Write one literal sentence and one figurative sentence
about the same topic from the passage.

I CAN I can write a literal sentence and a figurative sentence about one topic.

Grade 3 • Cluster 4 • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write literal and figurative sentences."

▶ Read the I can statement aloud, then the task on the slide: Own it.
Write your own. Write one literal sentence and one figurative sentence
about the same topic.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own
answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. The literal sentence means exactly what it says; the figurative sentence compares, exaggerates, or gives human traits.

TEKS 10(D) • Figurative Language • Week 20 of 36 • Cluster 4 •
Module Module 4 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why does the author use plain, literal words here?

"In 1787, many of the nation's leaders gathered to write the Constitution."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 · Cluster 4 · Figurative Language · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·
Friday · DEFEND · Reflective

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend. Explain why the author used it. Why does the author use plain, literal words here?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author uses literal language to report history facts clearly and accurately.

TEKS 10(D) · Figurative Language · Week 20 of 36 · Cluster 4 ·
Module Module 4 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find literal language on your own.

Go back to the passage. Find one more literal sentence and explain how you know.

Go back to the reading.

Find one sentence that means exactly what it says.

Copy the exact words and explain how you know it is literal.

I CAN I can find literal language and explain how I know.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to find and use figurative language on your own."

▶ *Read the Your Turn task: Go back to the passage. Find one more literal sentence and explain how you know. Students work independently on the tracking sheet.*

"Think about what the words really mean, not just what they say on the surface."

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: George Washington became the commander of the Continental Army.

TEKS 10(D) · Figurative Language · Week 20 of 36 · Cluster 4 ·
Module Module 4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.

NOTICE

Literal. This is literal. A document can set up a government; no human feeling is given to it.

CHOOSE

A. Literal. This is literal. A document can set up a government; no human feeling is given to it.

SHOW

This sentence tells a real fact about Washington's job.

OWN

Answers vary. The literal sentence means exactly what it says; the figurative sentence compares, exaggerates, or gives human traits.

DEFEND

The author uses literal language to report history facts clearly and accurately.

YOUR TURN

Answers vary. One example: George Washington became the commander of the Continental Army.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

"If you missed one, that is where your learning is. Go back to the reading and look at the words again."

▶ *Celebrate strong thinking about why the author chose those words, not just naming the device.*

ANSWER KEY: NOTICE: Literal. This is literal. A document can set up a government; no human feeling is given to it.; CHOOSE: A. Literal. This is literal. A document can set up a government; no human feeling is given to it.; SHOW: This sentence tells a real fact about Washington's job.; OWN: Answers vary. The literal sentence means exactly what it says; the figurative sentence compares, exaggerates, or gives human traits.; DEFEND: The author uses literal language to report history facts clearly and accurately.; Your Turn: Answers vary. One example: George Washington became the commander of the Continental Army.

TEKS 10(D) · Figurative Language · Week 20 of 36 · Cluster 4 ·
Module Module 4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

The Constitution established three branches of government.

Is this sentence literal or figurative?

- A** figurative, because the Constitution acts like a person
- B** figurative, because branches are parts of a real tree
- C** literal, because the document really set up the government
- D** literal, because the Constitution is very old

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, the kind you see on the state assessment.”

▶ *Read the passage and the question aloud: Is this sentence literal or figurative?*

“Read all four choices before you decide. Think about what the words really mean in this passage.”

▶ *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is C.

TEKS 10(D) · Figurative Language · Week 20 of 36 · Cluster 4 · Module Module 4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is C.

- A** **figurative, because the Constitution acts like a person**
Setting up a government is what a plan does. It is not personification.
- B** **figurative, because branches are parts of a real tree**
Here branches means parts of the government, a normal meaning.
- C** **literal, because the document really set up the government**
Correct. Established is an ordinary verb here, so the sentence is literal.
- D** **literal, because the Constitution is very old**
It is literal, but age is not the reason.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is C. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: C. Why each: A figurative, because the Constitution acts like a person: Setting up a government is what a plan does. It is not personification.; B figurative, because branches are parts of a real tree: Here branches means parts of the government, a normal meaning.; C literal, because the document really set up the government: Correct. Established is an ordinary verb here, so the sentence is literal.; D literal, because the Constitution is very old: It is literal, but age is not the reason.

TEKS 10(D) · Figurative Language · Week 20 of 36 · Cluster 4 · Module Module 4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Imagery

from “Henry Ford: Visionary of Travel”

Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is imagery.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we NOTICE figurative language in the reading, CHOOSE the correct type, SHOW what it means, OWN it by writing our own, then DEFEND why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Cluster 5 Module Module 1 • a class or student copy of “Henry Ford: Visionary of Travel” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 21 of 36 • Cluster 5 •
Module Module 1 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “Roads were often rough, muddy, or dusty.”
(Imagery)

Sentence : “Dusty roads connected many towns, and cars helped people travel across them more quickly.” (Imagery)

Sentence : “Roads were often rough, muddy, or dusty.”
(Imagery)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the imagery.

Read this sentence from the passage. Find the words that show imagery.

"Roads were often rough, muddy, or dusty."

I CAN I can notice imagery in our reading.

Grade 3 • Cluster 5 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice imagery in the reading."

▶ Read the I can statement aloud, then the task on the slide: Notice the imagery. Read this sentence from the passage. Find the words that show imagery.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The imagery is in the words rough, muddy, or dusty. The reader can feel bumpy roads and picture mud and dust.

TEKS 10(D) • Figurative Language • Week 21 of 36 • Cluster 5 •
Module Module 1 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE**"I can identify the type of language."**

EXACT TEKS WORDING

*"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"***Choose the correct type.**

What kind of language does the author use in this sentence?

"Roads were often rough, muddy, or dusty."**A. Imagery B. Simile C. Onomatopoeia****I CAN** I can identify the type of language the author uses and explain how I know.

Grade 3 • Cluster 5 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct type. What kind of language does the author use in this sentence?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: A. Imagery. The words rough, muddy, or dusty show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.TEKS 10(D) • Figurative Language • Week 21 of 36 • Cluster 5 •
Module Module 1 • slide 3 of 10**CHECK FOR UNDERSTANDING**

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what the imagery means."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What does this imagery help the reader understand?

"Dusty roads connected many towns, and cars helped people travel across them more quickly."

I CAN I can explain what imagery means in context.

Grade 3 • Cluster 5 • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what the imagery means."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What does this imagery help the reader understand?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Dusty helps the reader see and almost taste the dry dirt roads.

TEKS 10(D) • Figurative Language • Week 21 of 36 • Cluster 5 •
Module Module 1 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write my own example of imagery."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write your own sentence using imagery.

Write your own sentence using imagery.

I CAN I can write my own sentence using imagery.

Grade 3 • Cluster 5 • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own example of imagery."

▶ Read the I can statement aloud, then the task on the slide: Own it. Write your own. Write your own sentence using imagery.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. A correct answer uses imagery clearly. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

TEKS 10(D) • Figurative Language • Week 21 of 36 • Cluster 5 •
Module Module 1 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use imagery instead of plain language?

"Roads were often rough, muddy, or dusty."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 • Cluster 5 • Figurative Language • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend.
 Explain why the author used it. Why did the author use imagery instead of plain language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author uses sensory details so the reader understands why travel was hard before cars.

TEKS 10(D) • Figurative Language • Week 21 of 36 • Cluster 5 •
 Module Module 1 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find imagery on your own.

Go back to the passage. Find one more example of imagery. Write the words and explain what they mean.

Go back to the reading.

Find one more example of imagery.

Copy the exact words. Then explain what they mean and why the author used them.

I CAN I can find and explain imagery on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to find and use figurative language on your own."

▶ *Read the Your Turn task: Go back to the passage. Find one more example of imagery. Write the words and explain what they mean. Students work independently on the tracking sheet.*

"Think about what the words really mean, not just what they say on the surface."

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: Dusty roads connected many towns, and cars helped people travel across them more quickly.

TEKS 10(D) · Figurative Language · Week 21 of 36 · Cluster 5 ·
Module Module 1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.

NOTICE

The imagery is in the words rough, muddy, or dusty. The reader can feel bumpy roads and picture mud and dust.

CHOOSE

A. Imagery. The words rough, muddy, or dusty show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

SHOW

Dusty helps the reader see and almost taste the dry dirt roads.

OWN

Answers vary. A correct answer uses imagery clearly. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

DEFEND

The author uses sensory details so the reader understands why travel was hard before cars.

YOUR TURN

Answers vary. One example: Dusty roads connected many towns, and cars helped people travel across them more quickly.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

"If you missed one, that is where your learning is. Go back to the reading and look at the words again."

▶ *Celebrate strong thinking about why the author chose those words, not just naming the device.*

ANSWER KEY: NOTICE: The imagery is in the words rough, muddy, or dusty. The reader can feel bumpy roads and picture mud and dust.; CHOOSE: A. Imagery. The words rough, muddy, or dusty show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.; SHOW: Dusty helps the reader see and almost taste the dry dirt roads.; OWN: Answers vary. A correct answer uses imagery clearly. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.; DEFEND: The author uses sensory details so the reader understands why travel was hard before cars.; Your Turn: Answers vary. One example: Dusty roads connected many towns, and cars helped people travel across them more quickly.

TEKS 10(D) · Figurative Language · Week 21 of 36 · Cluster 5 ·
Module Module 1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

Roads were often rough, muddy, or dusty.

Which words help the reader picture and feel the roads?

- A** "Roads" because it names what people traveled on
- B** "were often" because it tells how many roads
- C** "or" because it joins the words together
- D** "rough, muddy, or dusty" because they can be seen and felt

The Writing Academy®, LLC

Grade 3 · Cluster 5 · Figurative Language

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show
What You Know

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▶ *Read the passage and the question aloud: Which words help the reader picture and feel the roads?*

"Read all four choices before you decide. Think about what the words really mean in this passage."

▶ *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is D.

TEKS 10(D) · Figurative Language · Week 21 of 36 · Cluster 5 ·
Module Module 1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is D.

- A "Roads" because it names what people traveled on**
Naming the roads does not describe them.
- B "were often" because it tells how many roads**
These words tell how often, not how roads looked.
- C "or" because it joins the words together**
This small word does not create a picture.
- D "rough, muddy, or dusty" because they can be seen and felt**
Correct. These are sight and touch words.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is D. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: D. Why each: A "Roads" because it names what people traveled on: Naming the roads does not describe them.; B "were often" because it tells how many roads: These words tell how often, not how roads looked.; C "or" because it joins the words together: This small word does not create a picture.; D "rough, muddy, or dusty" because they can be seen and felt: Correct. These are sight and touch words.

TEKS 10(D) · Figurative Language · Week 21 of 36 · Cluster 5 · Module Module 1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Literal and Figurative Language

from “Henry Ford: Visionary of Travel”

Literal language means exactly what the words say. Figurative language uses words in a special way to compare, exaggerate, or create a picture.

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is literal and figurative language.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we NOTICE figurative language in the reading, CHOOSE the correct type, SHOW what it means, OWN it by writing our own, then DEFEND why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Cluster 5 Module Module 2 • a class or student copy of “Henry Ford: Visionary of Travel” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 22 of 36 • Cluster 5 •
Module Module 2 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “Cars could be built much faster than before.”
(*Literal*)

Sentence : “In 1903, Henry Ford started the Ford Motor Company.” (*Literal*)

Sentence : “On an assembly line, workers stayed in one location while parts moved from station to station.” (*Literal*)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can tell if language is literal or figurative."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the language.

Read this sentence from the passage. Does it mean exactly what it says?

"Cars could be built much faster than before."

I CAN I can tell whether the author's words are literal or figurative.

Grade 3 • Cluster 5 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can tell if language is literal or figurative."

▶ Read the I can statement aloud, then the task on the slide: Notice the language. Read this sentence from the passage. Does it mean exactly what it says?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Literal. This means exactly what it says. The assembly line made building cars quicker.

TEKS 10(D) • Figurative Language • Week 22 of 36 • Cluster 5 •
Module Module 2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Choose the correct type.

Is this sentence literal, or does it use a kind of figurative language?

"Cars could be built much faster than before."

A. Literal B. Simile C. Personification

I CAN I can identify the type of language the author uses and explain how I know.

Grade 3 • Cluster 5 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct type. Is this sentence literal, or does it use a kind of figurative language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: A. Literal. This means exactly what it says. The assembly line made building cars quicker.

TEKS 10(D) • Figurative Language • Week 22 of 36 • Cluster 5 •
 Module Module 2 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what literal language tells me."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What exact information does this sentence give the reader?

"In 1903, Henry Ford started the Ford Motor Company."

I CAN I can explain what literal language tells the reader.

Grade 3 • Cluster 5 • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what literal language tells me."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What exact information does this sentence give the reader?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: This sentence gives a real date and event.

TEKS 10(D) • Figurative Language • Week 22 of 36 • Cluster 5 •
Module Module 2 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write literal and figurative sentences."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write one literal sentence and one figurative sentence about the same topic.

Write one literal sentence and one figurative sentence
about the same topic from the passage.

I CAN I can write a literal sentence and a figurative sentence about one topic.

Grade 3 • Cluster 5 • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write literal and figurative sentences."

▶ Read the I can statement aloud, then the task on the slide: Own it.
Write your own. Write one literal sentence and one figurative sentence
about the same topic.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own
answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. The literal sentence means exactly what it says; the figurative sentence compares, exaggerates, or gives human traits.

TEKS 10(D) • Figurative Language • Week 22 of 36 • Cluster 5 •
Module Module 2 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why does the author use plain, literal words here?

"On an assembly line, workers stayed in one location while parts moved from station to station."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 · Cluster 5 · Figurative Language · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·
Friday · DEFEND · Reflective

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend. Explain why the author used it. Why does the author use plain, literal words here?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author uses literal language to explain exactly how the assembly line worked.

TEKS 10(D) · Figurative Language · Week 22 of 36 · Cluster 5 ·
Module Module 2 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find literal language on your own.

Go back to the passage. Find one more literal sentence and explain how you know.

Go back to the reading.

Find one sentence that means exactly what it says.

Copy the exact words and explain how you know it is literal.

I CAN I can find literal language and explain how I know.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to find and use figurative language on your own."

▶ *Read the Your Turn task: Go back to the passage. Find one more literal sentence and explain how you know. Students work independently on the tracking sheet.*

"Think about what the words really mean, not just what they say on the surface."

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: In 1903, Henry Ford started the Ford Motor Company.

TEKS 10(D) · Figurative Language · Week 22 of 36 · Cluster 5 ·
Module Module 2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.

NOTICE

Literal. This means exactly what it says. The assembly line made building cars quicker.

CHOOSE

A. Literal. This means exactly what it says. The assembly line made building cars quicker.

SHOW

This sentence gives a real date and event.

OWN

Answers vary. The literal sentence means exactly what it says; the figurative sentence compares, exaggerates, or gives human traits.

DEFEND

The author uses literal language to explain exactly how the assembly line worked.

YOUR TURN

Answers vary. One example: In 1903, Henry Ford started the Ford Motor Company.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Go back to the reading and look at the words again.”

▶ *Celebrate strong thinking about why the author chose those words, not just naming the device.*

ANSWER KEY: NOTICE: Literal. This means exactly what it says. The assembly line made building cars quicker.; CHOOSE: A. Literal. This means exactly what it says. The assembly line made building cars quicker.; SHOW: This sentence gives a real date and event.; OWN: Answers vary. The literal sentence means exactly what it says; the figurative sentence compares, exaggerates, or gives human traits.; DEFEND: The author uses literal language to explain exactly how the assembly line worked.; Your Turn: Answers vary. One example: In 1903, Henry Ford started the Ford Motor Company.

TEKS 10(D) · Figurative Language · Week 22 of 36 · Cluster 5 ·
Module Module 2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

Cars could be built much faster than before.

Is this sentence literal or figurative?

- A** literal, because cars really were built faster
- B** figurative, because it compares cars to fast animals
- C** figurative, because it gives the cars human feelings
- D** literal, because every car was exactly the same color

The Writing Academy®, LLC

Grade 3 · Cluster 5 · Figurative Language

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, the kind you see on the state assessment.”

▶ *Read the passage and the question aloud: Is this sentence literal or figurative?*

“Read all four choices before you decide. Think about what the words really mean in this passage.”

▶ *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is A.

TEKS 10(D) · Figurative Language · Week 22 of 36 · Cluster 5 ·
Module Module 2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is A.

- A literal, because cars really were built faster**
Correct. The sentence states a real fact.
- B figurative, because it compares cars to fast animals**
No animal is named. Nothing is compared.
- C figurative, because it gives the cars human feelings**
The cars do not think or feel in this sentence.
- D literal, because every car was exactly the same color**
It is literal, but color is not mentioned.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: A. Why each: A literal, because cars really were built faster: Correct. The sentence states a real fact.; B figurative, because it compares cars to fast animals: No animal is named. Nothing is compared.; C figurative, because it gives the cars human feelings: The cars do not think or feel in this sentence.; D literal, because every car was exactly the same color: It is literal, but color is not mentioned.

TEKS 10(D) · Figurative Language · Week 22 of 36 · Cluster 5 · Module Module 2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Idiom

from “Sam Walton: Visionary of Retail”

An idiom is a phrase that means something different from the literal meaning of its words.

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is idiom.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we **NOTICE** figurative language in the reading, **CHOOSE** the correct type, **SHOW** what it means, **OWN** it by writing our own, then **DEFEND** why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Cluster 5 Module Module 3 • a class or student copy of “Sam Walton: Visionary of Retail” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 23 of 36 • Cluster 5 •
Module Module 3 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “These experiences taught him an important lesson: families needed ways to stretch every dollar.”
(*Idiom*)

Sentence : “Money was often tight, and young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money.” (*Idiom*)

Sentence : “In 1962, Sam Walton decided to put his ideas into action.” (*Idiom*)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can notice idiom in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the idiom.

Read this sentence from the passage. Find the words that show idiom.

"These experiences taught him an important lesson: families needed ways to stretch every dollar."

I CAN I can notice idiom in our reading.

Grade 3 • Cluster 5 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 •
Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice idiom in the reading."

▶ Read the I can statement aloud, then the task on the slide: Notice the idiom. Read this sentence from the passage. Find the words that show idiom.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The idiom is in the words stretch every dollar. Dollars cannot really be stretched. The idiom means making money last as long as possible.

TEKS 10(D) • Figurative Language • Week 23 of 36 • Cluster 5 •
Module Module 3 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Choose the correct type.

What kind of language does the author use in this sentence?

"These experiences taught him an important lesson: families needed ways to stretch every dollar."

A. Personification B. Hyperbole C. Idiom

I CAN I can identify the type of language the author uses and explain how I know.

Grade 3 • Cluster 5 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I statement aloud, then the task on the slide: Choose the correct type. What kind of language does the author use in this sentence?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: C. Idiom. The words stretch every dollar show idiom. An idiom is a phrase that means something different from the literal meaning of its words.

TEKS 10(D) • Figurative Language • Week 23 of 36 • Cluster 5 •
Module Module 3 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what the idiom means."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What does this idiom help the reader understand?

"Money was often tight, and young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money."

I CAN I can explain what idiom means in context.

Grade 3 • Cluster 5 • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what the idiom means."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What does this idiom help the reader understand?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Money is not squeezed. Tight means there was not much money to spend.

TEKS 10(D) • Figurative Language • Week 23 of 36 • Cluster 5 •
Module Module 3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write my own example of idiom."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write your own sentence using idiom.

Write your own sentence using idiom.

I CAN I can write my own sentence using idiom.

Grade 3 • Cluster 5 • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own example of idiom."

▶ Read the I can statement aloud, then the task on the slide: Own it. Write your own. Write your own sentence using idiom.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. A correct answer uses idiom clearly. An idiom is a phrase that means something different from the literal meaning of its words.

TEKS 10(D) • Figurative Language • Week 23 of 36 • Cluster 5 •
Module Module 3 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use idiom instead of plain language?

"In 1962, Sam Walton decided to put his ideas into action."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 • Cluster 5 • Figurative Language • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend.
 Explain why the author used it. Why did the author use idiom instead of plain language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author uses idioms to show quickly how hard it was for families to afford what they needed.

TEKS 10(D) • Figurative Language • Week 23 of 36 • Cluster 5 •
 Module Module 3 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find idiom on your own.

Go back to the passage. Find one more example of idiom. Write the words and explain what they mean.

Go back to the reading.

Find one more example of idiom.

Copy the exact words. Then explain what they mean and why the author used them.

I CAN I can find and explain idiom on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to find and use figurative language on your own."

▶ *Read the Your Turn task: Go back to the passage. Find one more example of idiom. Write the words and explain what they mean. Students work independently on the tracking sheet.*

"Think about what the words really mean, not just what they say on the surface."

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: Money was often tight, and young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money.

TEKS 10(D) · Figurative Language · Week 23 of 36 · Cluster 5 ·
Module Module 3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.**NOTICE**

The idiom is in the words stretch every dollar. Dollars cannot really be stretched. The idiom means making money last as long as possible.

CHOOSE

C. Idiom. The words stretch every dollar show idiom. An idiom is a phrase that means something different from the literal meaning of its words.

SHOW

Money is not squeezed. Tight means there was not much money to spend.

OWN

Answers vary. A correct answer uses idiom clearly. An idiom is a phrase that means something different from the literal meaning of its words.

DEFEND

The author uses idioms to show quickly how hard it was for families to afford what they needed.

YOUR TURN

Answers vary. One example: Money was often tight, and young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money.

**TEACHER SAYS & DOES · SLIDE 8 OF 10 ·
Review the Answers**

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

"If you missed one, that is where your learning is. Go back to the reading and look at the words again."

▶ *Celebrate strong thinking about why the author chose those words, not just naming the device.*

ANSWER KEY: NOTICE: The idiom is in the words stretch every dollar. Dollars cannot really be stretched. The idiom means making money last as long as possible.; CHOOSE: C. Idiom. The words stretch every dollar show idiom. An idiom is a phrase that means something different from the literal meaning of its words.; SHOW: Money is not squeezed. Tight means there was not much money to spend.; OWN: Answers vary. A correct answer uses idiom clearly. An idiom is a phrase that means something different from the literal meaning of its words.; DEFEND: The author uses idioms to show quickly how hard it was for families to afford what they needed.; Your Turn: Answers vary. One example: Money was often tight, and young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money.

TEKS 10(D) · Figurative Language · Week 23 of 36 · Cluster 5 ·
Module Module 3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

These experiences taught him an important lesson: families needed ways to stretch every dollar.

What does the phrase "stretch every dollar" mean?

- A** pull paper money until it gets longer
- B** make money last as long as possible
- C** save only one dollar each week
- D** spend money quickly on many toys

The Writing Academy®, LLC

Grade 3 · Cluster 5 · Figurative Language

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show ⌚ ~4 min
What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▶ *Read the passage and the question aloud: What does the phrase "stretch every dollar" mean?*

"Read all four choices before you decide. Think about what the words really mean in this passage."

▶ *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is B.

TEKS 10(D) · Figurative Language · Week 23 of 36 · Cluster 5 ·
Module Module 3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is B.

- A pull paper money until it gets longer**
This reads the words literally. Money cannot stretch.
- B make money last as long as possible**
Correct. The idiom means spending money carefully.
- C save only one dollar each week**
The phrase is about every dollar, not one.
- D spend money quickly on many toys**
This is the opposite of stretching money.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: B. Why each: A pull paper money until it gets longer: This reads the words literally. Money cannot stretch.; B make money last as long as possible: Correct. The idiom means spending money carefully.; C save only one dollar each week: The phrase is about every dollar, not one.; D spend money quickly on many toys: This is the opposite of stretching money.

TEKS 10(D) · Figurative Language · Week 23 of 36 · Cluster 5 · Module Module 3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Literal and Figurative Language

from “Sam Walton: Visionary of Retail”

Literal language means exactly what the words say. Figurative language uses words in a special way to compare, exaggerate, or create a picture.

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is literal and figurative language.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we NOTICE figurative language in the reading, CHOOSE the correct type, SHOW what it means, OWN it by writing our own, then DEFEND why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Cluster 5 Module Module 4 • a class or student copy of “Sam Walton: Visionary of Retail” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 24 of 36 • Cluster 5 •
Module Module 4 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “He opened a small store in Rogers, Arkansas called Walmart.” (*Literal*)

Sentence : “Workers were needed to stock shelves, help customers, manage inventory, and operate registers.” (*Literal*)

Sentence : “Families appreciated being able to save money.” (*Literal*)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can tell if language is literal or figurative."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the language.

Read this sentence from the passage. Does it mean exactly what it says?

"He opened a small store in Rogers, Arkansas called Walmart."

I CAN I can tell whether the author's words are literal or figurative.

Grade 3 • Cluster 5 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can tell if language is literal or figurative."

▶ Read the I can statement aloud, then the task on the slide: Notice the language. Read this sentence from the passage. Does it mean exactly what it says?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Literal. This means exactly what it says: Sam started a store in a real town.

TEKS 10(D) • Figurative Language • Week 24 of 36 • Cluster 5 •
Module Module 4 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Choose the correct type.

Is this sentence literal, or does it use a kind of figurative language?

"He opened a small store in Rogers, Arkansas called Walmart."

A. Literal B. Simile C. Personification

I CAN I can identify the type of language the author uses and explain how I know.

Grade 3 • Cluster 5 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct type. Is this sentence literal, or does it use a kind of figurative language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: A. Literal. This means exactly what it says: Sam started a store in a real town.

TEKS 10(D) • Figurative Language • Week 24 of 36 • Cluster 5 •
 Module Module 4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what literal language tells me."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What exact information does this sentence give the reader?

"Workers were needed to stock shelves, help customers, manage inventory, and operate registers."

I CAN I can explain what literal language tells the reader.

Grade 3 • Cluster 5 • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what literal language tells me."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What exact information does this sentence give the reader?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: These are real jobs in a store. Nothing is compared.

TEKS 10(D) • Figurative Language • Week 24 of 36 • Cluster 5 •
Module Module 4 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write literal and figurative sentences."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write one literal sentence and one figurative sentence about the same topic.

Write one literal sentence and one figurative sentence
about the same topic from the passage.

I CAN I can write a literal sentence and a figurative sentence about one topic.

Grade 3 • Cluster 5 • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write literal and figurative sentences."

▶ Read the I can statement aloud, then the task on the slide: Own it.
Write your own. Write one literal sentence and one figurative sentence
about the same topic.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own
answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. The literal sentence means exactly what it says; the figurative sentence compares, exaggerates, or gives human traits.

TEKS 10(D) • Figurative Language • Week 24 of 36 • Cluster 5 •
Module Module 4 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why does the author use plain, literal words here?

"Families appreciated being able to save money."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 · Cluster 5 · Figurative Language · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·
Friday · DEFEND · Reflective

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend. Explain why the author used it. Why does the author use plain, literal words here?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author uses literal language to report the facts of how Walmart began and grew.

TEKS 10(D) · Figurative Language · Week 24 of 36 · Cluster 5 ·
Module Module 4 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find literal language on your own.

Go back to the passage. Find one more literal sentence and explain how you know.

Go back to the reading.

Find one sentence that means exactly what it says.

Copy the exact words and explain how you know it is literal.

I CAN I can find literal language and explain how I know.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to find and use figurative language on your own.”

▶ *Read the Your Turn task: Go back to the passage. Find one more literal sentence and explain how you know. Students work independently on the tracking sheet.*

“Think about what the words really mean, not just what they say on the surface.”

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: Workers were needed to stock shelves, help customers, manage inventory, and operate registers.

TEKS 10(D) · Figurative Language · Week 24 of 36 · Cluster 5 ·
Module Module 4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.

NOTICE

Literal. This means exactly what it says: Sam started a store in a real town.

CHOOSE

A. Literal. This means exactly what it says: Sam started a store in a real town.

SHOW

These are real jobs in a store. Nothing is compared.

OWN

Answers vary. The literal sentence means exactly what it says; the figurative sentence compares, exaggerates, or gives human traits.

DEFEND

The author uses literal language to report the facts of how Walmart began and grew.

YOUR TURN

Answers vary. One example: Workers were needed to stock shelves, help customers, manage inventory, and operate registers.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Go back to the reading and look at the words again.”

▶ *Celebrate strong thinking about why the author chose those words, not just naming the device.*

ANSWER KEY: NOTICE: Literal. This means exactly what it says: Sam started a store in a real town.; CHOOSE: A. Literal. This means exactly what it says: Sam started a store in a real town.; SHOW: These are real jobs in a store. Nothing is compared.; OWN: Answers vary. The literal sentence means exactly what it says; the figurative sentence compares, exaggerates, or gives human traits.; DEFEND: The author uses literal language to report the facts of how Walmart began and grew.; Your Turn: Answers vary. One example: Workers were needed to stock shelves, help customers, manage inventory, and operate registers.

TEKS 10(D) · Figurative Language · Week 24 of 36 · Cluster 5 ·
Module Module 4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

He opened a small store in Rogers, Arkansas called Walmart.

Is this sentence literal or figurative?

- A** figurative, because opened means he unlocked a door
- B** figurative, because it compares a store to a town
- C** literal, because Sam really opened a store in that town
- D** literal, because the store was very large

The Writing Academy®, LLC

Grade 3 · Cluster 5 · Figurative Language

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show ⌚ ~4 min
What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, the kind you see on the state assessment.”

▶ *Read the passage and the question aloud: Is this sentence literal or figurative?*

“Read all four choices before you decide. Think about what the words really mean in this passage.”

▶ *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is C.

TEKS 10(D) · Figurative Language · Week 24 of 36 · Cluster 5 ·
Module Module 4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is C.

- A** **figurative, because opened means he unlocked a door**
Opened a store means started a business, its normal meaning.
- B** **figurative, because it compares a store to a town**
No comparison is made in the sentence.
- C** **literal, because Sam really opened a store in that town**
Correct. The words mean exactly what they say.
- D** **literal, because the store was very large**
It is literal, but the sentence says the store was small.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is C. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: C. Why each: A figurative, because opened means he unlocked a door: Opened a store means started a business, its normal meaning.; B figurative, because it compares a store to a town: No comparison is made in the sentence.; C literal, because Sam really opened a store in that town: Correct. The words mean exactly what they say.; D literal, because the store was very large: It is literal, but the sentence says the store was small.

TEKS 10(D) · Figurative Language · Week 24 of 36 · Cluster 5 · Module Module 4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Onomatopoeia

from “Crash”

Onomatopoeia is a word that sounds like what it describes.

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is onomatopoeia.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we **NOTICE** figurative language in the reading, **CHOOSE** the correct type, **SHOW** what it means, **OWN** it by writing our own, then **DEFEND** why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Cluster 6 Module Module 1 • a class or student copy of “Crash” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 25 of 36 • Cluster 6 •
Module Module 1 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “Crash!” (*Onomatopoeia*)

Sentence : “Crash!” (*Onomatopoeia*)

Sentence : “Crash!” (*Onomatopoeia*)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can notice onomatopoeia in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the onomatopoeia.

Read this sentence from the passage. Find the words that show onomatopoeia.

"Crash!"

I CAN I can notice onomatopoeia in our reading.

Grade 3 • Cluster 6 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice onomatopoeia in the reading."

▶ Read the I can statement aloud, then the task on the slide: Notice the onomatopoeia. Read this sentence from the passage. Find the words that show onomatopoeia.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The onomatopoeia is in the words Crash!. Crash imitates the sound of glass breaking on the floor.

TEKS 10(D) • Figurative Language • Week 25 of 36 • Cluster 6 •
Module Module 1 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any loud word onomatopoeia. The word itself must imitate the sound.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Choose the correct type.

What kind of language does the author use in this sentence?

"Crash!"

A. Hyperbole B. Onomatopoeia C. Simile

I CAN I can identify the type of language the author uses and explain how I know.

Grade 3 • Cluster 6 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I statement aloud, then the task on the slide: Choose the correct type. What kind of language does the author use in this sentence?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: B. Onomatopoeia. The words Crash! show onomatopoeia. Onomatopoeia is a word that sounds like what it describes.

TEKS 10(D) • Figurative Language • Week 25 of 36 • Cluster 6 •
Module Module 1 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any loud word onomatopoeia. The word itself must imitate the sound.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what the onomatopoeia means."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What does this onomatopoeia help the reader understand?

"Crash!"

I CAN I can explain what onomatopoeia means in context.

Grade 3 • Cluster 6 • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what the onomatopoeia means."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What does this onomatopoeia help the reader understand?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The one word lets the reader hear the jar shatter.

TEKS 10(D) • Figurative Language • Week 25 of 36 • Cluster 6 •
Module Module 1 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any loud word onomatopoeia. The word itself must imitate the sound.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write my own example of onomatopoeia."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write your own sentence using onomatopoeia.

Write your own sentence using onomatopoeia.

I CAN I can write my own sentence using onomatopoeia.

Grade 3 • Cluster 6 • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own example of onomatopoeia."

▶ Read the I can statement aloud, then the task on the slide: Own it. Write your own. Write your own sentence using onomatopoeia.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. A correct answer uses onomatopoeia clearly. Onomatopoeia is a word that sounds like what it describes.

TEKS 10(D) • Figurative Language • Week 25 of 36 • Cluster 6 •
Module Module 1 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any loud word onomatopoeia. The word itself must imitate the sound.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use onomatopoeia instead of plain language?

"Crash!"

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 • Cluster 6 • Figurative Language • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend. Explain why the author used it. Why did the author use onomatopoeia instead of plain language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author uses a sound word alone so the reader is surprised by the accident, just like the class.

TEKS 10(D) • Figurative Language • Week 25 of 36 • Cluster 6 •
Module Module 1 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any loud word onomatopoeia. The word itself must imitate the sound.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find onomatopoeia on your own.

Go back to the passage. Find one more example of onomatopoeia. Write the words and explain what they mean.

Go back to the reading.

Find one more example of onomatopoeia.

Copy the exact words. Then explain what they mean and why the author used them.

I CAN I can find and explain onomatopoeia on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to find and use figurative language on your own."

▶ *Read the Your Turn task: Go back to the passage. Find one more example of onomatopoeia. Write the words and explain what they mean. Students work independently on the tracking sheet.*

"Think about what the words really mean, not just what they say on the surface."

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: Crash!

TEKS 10(D) · Figurative Language · Week 25 of 36 · Cluster 6 ·
Module Module 1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.**NOTICE**

The onomatopoeia is in the words Crash!. Crash imitates the sound of glass breaking on the floor.

CHOOSE

B. Onomatopoeia. The words Crash! show onomatopoeia. Onomatopoeia is a word that sounds like what it describes.

SHOW

The one word lets the reader hear the jar shatter.

OWN

Answers vary. A correct answer uses onomatopoeia clearly. Onomatopoeia is a word that sounds like what it describes.

DEFEND

The author uses a sound word alone so the reader is surprised by the accident, just like the class.

YOUR TURN

Answers vary. One example: Crash!

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Figurative Language

**TEACHER SAYS & DOES · SLIDE 8 OF 10 ·
Review the Answers**

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

"If you missed one, that is where your learning is. Go back to the reading and look at the words again."

▶ *Celebrate strong thinking about why the author chose those words, not just naming the device.*

ANSWER KEY: NOTICE: The onomatopoeia is in the words Crash!. Crash imitates the sound of glass breaking on the floor.; CHOOSE: B. Onomatopoeia. The words Crash! show onomatopoeia. Onomatopoeia is a word that sounds like what it describes.; SHOW: The one word lets the reader hear the jar shatter.; OWN: Answers vary. A correct answer uses onomatopoeia clearly. Onomatopoeia is a word that sounds like what it describes.; DEFEND: The author uses a sound word alone so the reader is surprised by the accident, just like the class.; Your Turn: Answers vary. One example: Crash!

TEKS 10(D) · Figurative Language · Week 25 of 36 · Cluster 6 ·
Module Module 1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

Crash!**Why does the author use the word "Crash!" here?**

- A** so the reader knows the name of the story
- B** so the reader sees what color the jar was
- C** so the reader learns how plants grow
- D** so the reader hears the sound of the jar breaking

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Figurative Language

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show ~4 min

What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▶ Read the passage and the question aloud: Why does the author use the word "Crash!" here?

"Read all four choices before you decide. Think about what the words really mean in this passage."

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is D.

TEKS 10(D) · Figurative Language · Week 25 of 36 · Cluster 6 · Module Module 1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is D.

- A** so the reader knows the name of the story
The word is a sound in the story, not only the title.
- B** so the reader sees what color the jar was
Crash is a sound, not a color.
- C** so the reader learns how plants grow
The word shows an accident, not plant facts.
- D** so the reader hears the sound of the jar breaking
Correct. Crash imitates the sound the glass makes.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is D. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: D. Why each: A so the reader knows the name of the story: The word is a sound in the story, not only the title.; B so the reader sees what color the jar was: Crash is a sound, not a color.; C so the reader learns how plants grow: The word shows an accident, not plant facts.; D so the reader hears the sound of the jar breaking: Correct. Crash imitates the sound the glass makes.

TEKS 10(D) · Figurative Language · Week 25 of 36 · Cluster 6 · Module Module 1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Imagery

from “Crash”

Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is imagery.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we **NOTICE** figurative language in the reading, **CHOOSE** the correct type, **SHOW** what it means, **OWN** it by writing our own, then **DEFEND** why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Cluster 6 Module Module 2 • a class or student copy of “Crash” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 26 of 36 • Cluster 6 •
Module Module 2 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “It had started as a tiny seed but now had several bright green leaves.” (*Imagery*)

Sentence : “The only sounds were pencils moving across paper, pages turning, and the occasional whisper between students.” (*Imagery*)

Sentence : “Soil had spilled across the tile, creating a messy pile beneath the window.” (*Imagery*)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the imagery.

Read this sentence from the passage. Find the words that show imagery.

"It had started as a tiny seed but now had several bright green leaves."

I CAN I can notice imagery in our reading.

Grade 3 • Cluster 6 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice imagery in the reading."

▶ Read the I can statement aloud, then the task on the slide: Notice the imagery. Read this sentence from the passage. Find the words that show imagery.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The imagery is in the words tiny seed, bright green leaves. The reader can picture the small seed and the bright, healthy leaves.

TEKS 10(D) • Figurative Language • Week 26 of 36 • Cluster 6 •
Module Module 2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Choose the correct type.

What kind of language does the author use in this sentence?

"It had started as a tiny seed but now had several bright green leaves."

A. Idiom B. Metaphor C. Imagery

I CAN I can identify the type of language the author uses and explain how I know.

Grade 3 • Cluster 6 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct type. What kind of language does the author use in this sentence?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: C. Imagery. The words tiny seed, bright green leaves show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

TEKS 10(D) • Figurative Language • Week 26 of 36 • Cluster 6 •
Module Module 2 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what the imagery means."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What does this imagery help the reader understand?

"The only sounds were pencils moving across paper, pages turning, and the occasional whisper between students."

I CAN I can explain what imagery means in context.

Grade 3 • Cluster 6 • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what the imagery means."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What does this imagery help the reader understand?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The reader can hear how quiet and calm the classroom was.

TEKS 10(D) • Figurative Language • Week 26 of 36 • Cluster 6 •
Module Module 2 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write my own example of imagery."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write your own sentence using imagery.

Write your own sentence using imagery.

I CAN I can write my own sentence using imagery.

Grade 3 • Cluster 6 • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own example of imagery."

▶ Read the I can statement aloud, then the task on the slide: Own it. Write your own. Write your own sentence using imagery.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. A correct answer uses imagery clearly. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

TEKS 10(D) • Figurative Language • Week 26 of 36 • Cluster 6 •
Module Module 2 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use imagery instead of plain language?

"Soil had spilled across the tile, creating a messy pile beneath the window."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 • Cluster 6 • Figurative Language • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend.
 Explain why the author used it. Why did the author use imagery instead of plain language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author uses sensory details so the reader feels the calm before the accident and the mess after it.

TEKS 10(D) • Figurative Language • Week 26 of 36 • Cluster 6 •
 Module Module 2 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find imagery on your own.

Go back to the passage. Find one more example of imagery. Write the words and explain what they mean.

Go back to the reading.

Find one more example of imagery.

Copy the exact words. Then explain what they mean and why the author used them.

I CAN I can find and explain imagery on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to find and use figurative language on your own."

▶ *Read the Your Turn task: Go back to the passage. Find one more example of imagery. Write the words and explain what they mean. Students work independently on the tracking sheet.*

"Think about what the words really mean, not just what they say on the surface."

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: The only sounds were pencils moving across paper, pages turning, and the occasional whisper between students.

TEKS 10(D) · Figurative Language · Week 26 of 36 · Cluster 6 ·
Module Module 2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.

NOTICE

The imagery is in the words tiny seed, bright green leaves. The reader can picture the small seed and the bright, healthy leaves.

CHOOSE

C. Imagery. The words tiny seed, bright green leaves show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

SHOW

The reader can hear how quiet and calm the classroom was.

OWN

Answers vary. A correct answer uses imagery clearly. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

DEFEND

The author uses sensory details so the reader feels the calm before the accident and the mess after it.

YOUR TURN

Answers vary. One example: The only sounds were pencils moving across paper, pages turning, and the occasional whisper between students.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

"If you missed one, that is where your learning is. Go back to the reading and look at the words again."

▶ *Celebrate strong thinking about why the author chose those words, not just naming the device.*

ANSWER KEY: NOTICE: The imagery is in the words tiny seed, bright green leaves. The reader can picture the small seed and the bright, healthy leaves.; CHOOSE: C. Imagery. The words tiny seed, bright green leaves show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.; SHOW: The reader can hear how quiet and calm the classroom was.; OWN: Answers vary. A correct answer uses imagery clearly. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.; DEFEND: The author uses sensory details so the reader feels the calm before the accident and the mess after it.; Your Turn: Answers vary. One example: The only sounds were pencils moving across paper, pages turning, and the occasional whisper between students.

TEKS 10(D) · Figurative Language · Week 26 of 36 · Cluster 6 ·
Module Module 2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

The only sounds were pencils moving across paper, pages turning, and the occasional whisper between students.

What does the imagery in this sentence help the reader understand?

- A** The classroom was quiet and calm while students worked.
- B** The classroom was noisy and full of shouting.
- C** The students were outside playing at recess.
- D** The teacher was reading a story out loud.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Figurative Language

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show ⌚ ~4 min
What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, the kind you see on the state assessment.”

▶ *Read the passage and the question aloud: What does the imagery in this sentence help the reader understand?*

“Read all four choices before you decide. Think about what the words really mean in this passage.”

▶ *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is A.

TEKS 10(D) · Figurative Language · Week 26 of 36 · Cluster 6 ·
Module Module 2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is A.

A The classroom was quiet and calm while students worked.

Correct. Soft sounds like pages turning show a peaceful room.

B The classroom was noisy and full of shouting.

Whispers and turning pages are quiet sounds.

C The students were outside playing at recess.

The sounds are from inside the classroom.

D The teacher was reading a story out loud.

The sentence names pencils and pages, not a story.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: A. Why each: A The classroom was quiet and calm while students worked.: Correct. Soft sounds like pages turning show a peaceful room.; B The classroom was noisy and full of shouting.: Whispers and turning pages are quiet sounds.; C The students were outside playing at recess.: The sounds are from inside the classroom.; D The teacher was reading a story out loud.: The sentence names pencils and pages, not a story.

TEKS 10(D) · Figurative Language · Week 26 of 36 · Cluster 6 · Module Module 2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Idiom

from “The Good Citizen”

An idiom is a phrase that means something different from the literal meaning of its words.

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is idiom.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we **NOTICE** figurative language in the reading, **CHOOSE** the correct type, **SHOW** what it means, **OWN** it by writing our own, then **DEFEND** why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Cluster 6 Module Module 3 • a class or student copy of “The Good Citizen” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 27 of 36 • Cluster 6 •
Module Module 3 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “But when Maya looked down, her heart sank.” (*Idiom*)

Sentence : “Rusty could count on her.” (*Idiom*)

Sentence : “The realization hit her all at once.” (*Idiom*)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can notice idiom in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the idiom.

Read this sentence from the passage. Find the words that show idiom.

"But when Maya looked down, her heart sank."

I CAN I can notice idiom in our reading.

Grade 3 • Cluster 6 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice idiom in the reading."

▶ Read the I can statement aloud, then the task on the slide: Notice the idiom. Read this sentence from the passage. Find the words that show idiom.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The idiom is in the words her heart sank. Her heart did not really drop. The idiom means she suddenly felt sad and worried.

TEKS 10(D) • Figurative Language • Week 27 of 36 • Cluster 6 •
Module Module 3 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Choose the correct type.

What kind of language does the author use in this sentence?

"But when Maya looked down, her heart sank."

A. Idiom B. Alliteration C. Personification

I CAN I can identify the type of language the author uses and explain how I know.

Grade 3 • Cluster 6 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct type. What kind of language does the author use in this sentence?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: A. Idiom. The words her heart sank show idiom. An idiom is a phrase that means something different from the literal meaning of its words.

TEKS 10(D) • Figurative Language • Week 27 of 36 • Cluster 6 •
 Module Module 3 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what the idiom means."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What does this idiom help the reader understand?

"Rusty could count on her."

I CAN I can explain what idiom means in context.

Grade 3 • Cluster 6 • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what the idiom means."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What does this idiom help the reader understand?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Rusty was not counting numbers. Count on means he could trust Maya to help.

TEKS 10(D) • Figurative Language • Week 27 of 36 • Cluster 6 •
Module Module 3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write my own example of idiom."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write your own sentence using idiom.

Write your own sentence using idiom.

I CAN I can write my own sentence using idiom.

Grade 3 • Cluster 6 • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own example of idiom."

▶ Read the I can statement aloud, then the task on the slide: Own it. Write your own. Write your own sentence using idiom.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. A correct answer uses idiom clearly. An idiom is a phrase that means something different from the literal meaning of its words.

TEKS 10(D) • Figurative Language • Week 27 of 36 • Cluster 6 •
Module Module 3 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use idiom instead of plain language?

"The realization hit her all at once."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 • Cluster 6 • Figurative Language • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend.
 Explain why the author used it. Why did the author use idiom instead of plain language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author uses idioms so the reader feels Maya's sudden worry and her growth into a dependable volunteer.

TEKS 10(D) • Figurative Language • Week 27 of 36 • Cluster 6 •
 Module Module 3 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find idiom on your own.

Go back to the passage. Find one more example of idiom. Write the words and explain what they mean.

Go back to the reading.

Find one more example of idiom.

Copy the exact words. Then explain what they mean and why the author used them.

I CAN I can find and explain idiom on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to find and use figurative language on your own."

▶ *Read the Your Turn task: Go back to the passage. Find one more example of idiom. Write the words and explain what they mean. Students work independently on the tracking sheet.*

"Think about what the words really mean, not just what they say on the surface."

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: Rusty could count on her.

TEKS 10(D) · Figurative Language · Week 27 of 36 · Cluster 6 ·
Module Module 3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.**NOTICE**

The idiom is in the words her heart sank. Her heart did not really drop. The idiom means she suddenly felt sad and worried.

CHOOSE

A. Idiom. The words her heart sank show idiom. An idiom is a phrase that means something different from the literal meaning of its words.

SHOW

Rusty was not counting numbers. Count on means he could trust Maya to help.

OWN

Answers vary. A correct answer uses idiom clearly. An idiom is a phrase that means something different from the literal meaning of its words.

DEFEND

The author uses idioms so the reader feels Maya's sudden worry and her growth into a dependable volunteer.

YOUR TURN

Answers vary. One example: Rusty could count on her.

**TEACHER SAYS & DOES · SLIDE 8 OF 10 ·
Review the Answers**

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

"If you missed one, that is where your learning is. Go back to the reading and look at the words again."

▶ *Celebrate strong thinking about why the author chose those words, not just naming the device.*

ANSWER KEY: NOTICE: The idiom is in the words her heart sank. Her heart did not really drop. The idiom means she suddenly felt sad and worried.; CHOOSE: A. Idiom. The words her heart sank show idiom. An idiom is a phrase that means something different from the literal meaning of its words.; SHOW: Rusty was not counting numbers. Count on means he could trust Maya to help.; OWN: Answers vary. A correct answer uses idiom clearly. An idiom is a phrase that means something different from the literal meaning of its words.; DEFEND: The author uses idioms so the reader feels Maya's sudden worry and her growth into a dependable volunteer.; Your Turn: Answers vary. One example: Rusty could count on her.

TEKS 10(D) · Figurative Language · Week 27 of 36 · Cluster 6 ·
Module Module 3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

But when Maya looked down, her heart sank.

What does the phrase "her heart sank" mean?

- A** She had a pain in her chest.
- B** She suddenly felt sad and worried.
- C** She dropped something on the floor.
- D** She felt proud and excited.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Figurative Language

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show ⌚ ~4 min
What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▶ *Read the passage and the question aloud: What does the phrase "her heart sank" mean?*

"Read all four choices before you decide. Think about what the words really mean in this passage."

▶ *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is B.

TEKS 10(D) · Figurative Language · Week 27 of 36 · Cluster 6 ·
Module Module 3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is B.

- A She had a pain in her chest.**
This reads the words literally. Her heart did not move.
- B She suddenly felt sad and worried.**
Correct. The idiom describes a sudden sad feeling.
- C She dropped something on the floor.**
Nothing fell. The phrase describes a feeling.
- D She felt proud and excited.**
Sank shows a sad feeling, not pride.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: B. Why each: A She had a pain in her chest.: This reads the words literally. Her heart did not move.; B She suddenly felt sad and worried.: Correct. The idiom describes a sudden sad feeling.; C She dropped something on the floor.: Nothing fell. The phrase describes a feeling.; D She felt proud and excited.: Sank shows a sad feeling, not pride.

TEKS 10(D) · Figurative Language · Week 27 of 36 · Cluster 6 · Module Module 3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Metaphor

from “The Good Citizen”

A metaphor compares two things by saying one thing IS another, without using ‘like’ or ‘as.’

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is metaphor.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we **NOTICE** figurative language in the reading, **CHOOSE** the correct type, **SHOW** what it means, **OWN** it by writing our own, then **DEFEND** why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Cluster 6 Module Module 4 • a class or student copy of “The Good Citizen” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 28 of 36 • Cluster 6 •
Module Module 4 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “Relief washed over her.” (*Metaphor*)

Sentence : “A terrible feeling rushed over her.” (*Metaphor*)

Sentence : “A memory flashed through her mind.” (*Metaphor*)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can notice metaphor in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the metaphor.

Read this sentence from the passage. Find the words that show metaphor.

"Relief washed over her."

I CAN I can notice metaphor in our reading.

Grade 3 • Cluster 6 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice metaphor in the reading."

▶ Read the I can statement aloud, then the task on the slide: Notice the metaphor. Read this sentence from the passage. Find the words that show metaphor.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The metaphor is in the words washed over her. Relief is not water. The author compares the feeling to a wave to show it filled her all at once.

TEKS 10(D) • Figurative Language • Week 28 of 36 • Cluster 6 •
Module Module 4 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Choose the correct type.

What kind of language does the author use in this sentence?

"Relief washed over her."

A. Simile B. Metaphor C. Onomatopoeia

I CAN I can identify the type of language the author uses and explain how I know.

Grade 3 • Cluster 6 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct type. What kind of language does the author use in this sentence?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: B. Metaphor. The words washed over her show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

TEKS 10(D) • Figurative Language • Week 28 of 36 • Cluster 6 •
Module Module 4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what the metaphor means."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What does this metaphor help the reader understand?

"A terrible feeling rushed over her."

I CAN I can explain what metaphor means in context.

Grade 3 • Cluster 6 • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what the metaphor means."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What does this metaphor help the reader understand?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The feeling is compared to rushing water to show how fast it came.

TEKS 10(D) • Figurative Language • Week 28 of 36 • Cluster 6 •
Module Module 4 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write my own example of metaphor."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write your own sentence using metaphor.

Write your own sentence using metaphor.

I CAN I can write my own sentence using metaphor.

Grade 3 • Cluster 6 • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own example of metaphor."

▶ Read the I can statement aloud, then the task on the slide: Own it. Write your own. Write your own sentence using metaphor.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. A correct answer uses metaphor clearly. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

TEKS 10(D) • Figurative Language • Week 28 of 36 • Cluster 6 •
Module Module 4 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use metaphor instead of plain language?

"A memory flashed through her mind."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 • Cluster 6 • Figurative Language • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend.
 Explain why the author used it. Why did the author use metaphor instead of plain language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author compares feelings to moving water so the reader feels how suddenly Maya's emotions changed.

TEKS 10(D) • Figurative Language • Week 28 of 36 • Cluster 6 •
 Module Module 4 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing **IS** a different thing.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find metaphor on your own.

Go back to the passage. Find one more example of metaphor. Write the words and explain what they mean.

Go back to the reading.

Find one more example of metaphor.

Copy the exact words. Then explain what they mean and why the author used them.

I CAN I can find and explain metaphor on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to find and use figurative language on your own."

▶ *Read the Your Turn task: Go back to the passage. Find one more example of metaphor. Write the words and explain what they mean. Students work independently on the tracking sheet.*

"Think about what the words really mean, not just what they say on the surface."

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: A terrible feeling rushed over her.

TEKS 10(D) · Figurative Language · Week 28 of 36 · Cluster 6 ·
Module Module 4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.

NOTICE

The metaphor is in the words washed over her. Relief is not water. The author compares the feeling to a wave to show it filled her all at once.

CHOOSE

B. Metaphor. The words washed over her show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

SHOW

The feeling is compared to rushing water to show how fast it came.

OWN

Answers vary. A correct answer uses metaphor clearly. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

DEFEND

The author compares feelings to moving water so the reader feels how suddenly Maya's emotions changed.

YOUR TURN

Answers vary. One example: A terrible feeling rushed over her.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.

"If you missed one, that is where your learning is. Go back to the reading and look at the words again."

▶ Celebrate strong thinking about why the author chose those words, not just naming the device.

ANSWER KEY: NOTICE: The metaphor is in the words washed over her. Relief is not water. The author compares the feeling to a wave to show it filled her all at once.; CHOOSE: B. Metaphor. The words washed over her show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'; SHOW: The feeling is compared to rushing water to show how fast it came.; OWN: Answers vary. A correct answer uses metaphor clearly. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'; DEFEND: The author compares feelings to moving water so the reader feels how suddenly Maya's emotions changed.; Your Turn: Answers vary. One example: A terrible feeling rushed over her.

TEKS 10(D) · Figurative Language · Week 28 of 36 · Cluster 6 ·
Module Module 4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

Relief washed over her.

What does the author compare Maya's relief to?

- A** a bath she took after the shelter
- B** a storm that made her feel scared
- C** a wave of water that covers her
- D** a bike ride home from the park

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Figurative Language

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show ⌚ ~4 min
What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, the kind you see on the state assessment.”

▶ *Read the passage and the question aloud: What does the author compare Maya's relief to?*

“Read all four choices before you decide. Think about what the words really mean in this passage.”

▶ *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is C.

TEKS 10(D) · Figurative Language · Week 28 of 36 · Cluster 6 ·
Module Module 4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is C.

- A a bath she took after the shelter**
This reads the words literally. She did not bathe.
- B a storm that made her feel scared**
Relief is a good feeling, not a scary one.
- C a wave of water that covers her**
Correct. Washed over compares the feeling to water.
- D a bike ride home from the park**
The sentence has no bike or ride in it.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is C. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: C. Why each: A a bath she took after the shelter: This reads the words literally. She did not bathe.; B a storm that made her feel scared: Relief is a good feeling, not a scary one.; C a wave of water that covers her: Correct. Washed over compares the feeling to water.; D a bike ride home from the park: The sentence has no bike or ride in it.

TEKS 10(D) · Figurative Language · Week 28 of 36 · Cluster 6 · Module Module 4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Metaphor

from “MLK: A Dream Can Grow”

A metaphor compares two things by saying one thing IS another, without using ‘like’ or ‘as.’

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is metaphor.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we NOTICE figurative language in the reading, CHOOSE the correct type, SHOW what it means, OWN it by writing our own, then DEFEND why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Cluster 7 Module Module 1 • a class or student copy of “MLK: A Dream Can Grow” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 29 of 36 • Cluster 7 •
Module Module 1 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “A dream can be a lantern bright, That helps us find our way at night.” (*Metaphor*)

Sentence : “A dream can be a planted seed That grows through every caring deed.” (*Metaphor*)

Sentence : “But I understood the word called hope, A steady thread, a shining rope.” (*Metaphor*)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can notice metaphor in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the metaphor.

Read this sentence from the passage. Find the words that show metaphor.

"A dream can be a lantern bright, That helps us find our way at night."

I CAN I can notice metaphor in our reading.

Grade 3 • Cluster 7 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice metaphor in the reading."

▶ Read the I can statement aloud, then the task on the slide: Notice the metaphor. Read this sentence from the passage. Find the words that show metaphor.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The metaphor is in the words A dream can be a lantern bright. A dream is not a real lamp. It is compared to a lantern because hope helps people find their way.

TEKS 10(D) • Figurative Language • Week 29 of 36 • Cluster 7 •
Module Module 1 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Choose the correct type.

What kind of language does the author use in this sentence?

"A dream can be a lantern bright, That helps us find our way at night."

A. Personification B. Hyperbole C. Metaphor

I CAN I can identify the type of language the author uses and explain how I know.

Grade 3 • Cluster 7 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct type. What kind of language does the author use in this sentence?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: C. Metaphor. The words A dream can be a lantern bright show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

TEKS 10(D) • Figurative Language • Week 29 of 36 • Cluster 7 •
Module Module 1 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what the metaphor means."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What does this metaphor help the reader understand?

"A dream can be a planted seed That grows through every caring deed."

I CAN I can explain what metaphor means in context.

Grade 3 • Cluster 7 • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what the metaphor means."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What does this metaphor help the reader understand?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: A dream is compared to a seed that grows when people are kind.

TEKS 10(D) • Figurative Language • Week 29 of 36 • Cluster 7 •
Module Module 1 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write my own example of metaphor."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write your own sentence using metaphor.

Write your own sentence using metaphor.

I CAN I can write my own sentence using metaphor.

Grade 3 • Cluster 7 • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own example of metaphor."

▶ Read the I can statement aloud, then the task on the slide: Own it. Write your own. Write your own sentence using metaphor.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. A correct answer uses metaphor clearly. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

TEKS 10(D) • Figurative Language • Week 29 of 36 • Cluster 7 •
Module Module 1 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use metaphor instead of plain language?

"But I understood the word called hope, A steady thread, a shining rope."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 · Cluster 7 · Figurative Language · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·
Friday · DEFEND · Reflective

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend.
 Explain why the author used it. Why did the author use metaphor instead of plain language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author uses metaphors so a big idea like a dream becomes something students can picture.

TEKS 10(D) · Figurative Language · Week 29 of 36 · Cluster 7 ·
 Module Module 1 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing **IS** a different thing.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find metaphor on your own.

Go back to the passage. Find one more example of metaphor. Write the words and explain what they mean.

Go back to the reading.

Find one more example of metaphor.

Copy the exact words. Then explain what they mean and why the author used them.

I CAN I can find and explain metaphor on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to find and use figurative language on your own."

▶ *Read the Your Turn task: Go back to the passage. Find one more example of metaphor. Write the words and explain what they mean. Students work independently on the tracking sheet.*

"Think about what the words really mean, not just what they say on the surface."

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: A dream can be a planted seed That grows through every caring deed.

TEKS 10(D) · Figurative Language · Week 29 of 36 · Cluster 7 ·
Module Module 1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.

NOTICE

The metaphor is in the words A dream can be a lantern bright. A dream is not a real lamp. It is compared to a lantern because hope helps people find their way.

CHOOSE

C. Metaphor. The words A dream can be a lantern bright show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

SHOW

A dream is compared to a seed that grows when people are kind.

OWN

Answers vary. A correct answer uses metaphor clearly. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

DEFEND

The author uses metaphors so a big idea like a dream becomes something students can picture.

YOUR TURN

Answers vary. One example: A dream can be a planted seed That grows through every caring deed.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.

"If you missed one, that is where your learning is. Go back to the reading and look at the words again."

▶ Celebrate strong thinking about why the author chose those words, not just naming the device.

ANSWER KEY: NOTICE: The metaphor is in the words A dream can be a lantern bright. A dream is not a real lamp. It is compared to a lantern because hope helps people find their way.; CHOOSE: C. Metaphor. The words A dream can be a lantern bright show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'; SHOW: A dream is compared to a seed that grows when people are kind.; OWN: Answers vary. A correct answer uses metaphor clearly. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'; DEFEND: The author uses metaphors so a big idea like a dream becomes something students can picture.; Your Turn: Answers vary. One example: A dream can be a planted seed That grows through every caring deed.

TEKS 10(D) · Figurative Language · Week 29 of 36 · Cluster 7 ·
Module Module 1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

A dream can be a lantern bright, That helps us find our way at night.

Why does the author call a dream "a lantern bright"?

- A** to show people carried lanterns at the speech
- B** to show that dreams only happen at night
- C** to show the speech was given in a dark place
- D** to show a dream gives hope and guides people

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Figurative Language

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show ⌚ ~4 min
What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▶ *Read the passage and the question aloud: Why does the author call a dream "a lantern bright"?*

"Read all four choices before you decide. Think about what the words really mean in this passage."

▶ *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is D.

TEKS 10(D) · Figurative Language · Week 29 of 36 · Cluster 7 ·
Module Module 1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is D.

A to show people carried lanterns at the speech

This reads the words literally. No lanterns are described.

B to show that dreams only happen at night

The line is about guidance, not the time of day.

C to show the speech was given in a dark place

The speech was given under an August sky.

D to show a dream gives hope and guides people

Correct. Like a lantern, a dream lights the way forward.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is D. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: D. Why each: A to show people carried lanterns at the speech: This reads the words literally. No lanterns are described.; B to show that dreams only happen at night: The line is about guidance, not the time of day.; C to show the speech was given in a dark place: The speech was given under an August sky.; D to show a dream gives hope and guides people: Correct. Like a lantern, a dream lights the way forward.

TEKS 10(D) · Figurative Language · Week 29 of 36 · Cluster 7 · Module Module 1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Simile

from “MLK: A Dream Can Grow”

A simile compares two things using the words ‘like’ or ‘as.’

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is simile.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we NOTICE figurative language in the reading, CHOOSE the correct type, SHOW what it means, OWN it by writing our own, then DEFEND why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Cluster 7 Module Module 2 • a class or student copy of “MLK: A Dream Can Grow” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 30 of 36 • Cluster 7 •
Module Module 2 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “The words moved over heads that day, Like summer wind that finds its way.” (*Simile*)

Sentence : “They crossed the crowd from near to far, Like rays that travel from a star.” (*Simile*)

Sentence : “Some words felt like a winding maze.” (*Simile*)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can notice simile in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the simile.

Read this sentence from the passage. Find the words that show simile.

"The words moved over heads that day, Like summer wind that finds its way."

I CAN I can notice simile in our reading.

Grade 3 • Cluster 7 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice simile in the reading."

▶ Read the I can statement aloud, then the task on the slide: Notice the simile. Read this sentence from the passage. Find the words that show simile.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The simile is in the words Like summer wind. The words of the speech are compared to a summer wind that reaches everyone.

TEKS 10(D) • Figurative Language • Week 30 of 36 • Cluster 7 •
Module Module 2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think any sentence with like or as is a simile. A simile compares two different things.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Choose the correct type.

What kind of language does the author use in this sentence?

"The words moved over heads that day, Like summer wind that finds its way."

A. Simile B. Imagery C. Idiom

I CAN I can identify the type of language the author uses and explain how I know.

Grade 3 • Cluster 7 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I statement aloud, then the task on the slide: Choose the correct type. What kind of language does the author use in this sentence?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: A. Simile. The words Like summer wind show simile. A simile compares two things using the words 'like' or 'as.'

TEKS 10(D) • Figurative Language • Week 30 of 36 • Cluster 7 •
Module Module 2 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think any sentence with like or as is a simile. A simile compares two different things.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what the simile means."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What does this simile help the reader understand?

"They crossed the crowd from near to far, Like rays that travel from a star."

I CAN I can explain what simile means in context.

Grade 3 • Cluster 7 • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what the simile means."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What does this simile help the reader understand?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The words are compared to starlight that travels far.

TEKS 10(D) • Figurative Language • Week 30 of 36 • Cluster 7 •
Module Module 2 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think any sentence with like or as is a simile. A simile compares two different things.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write my own example of simile."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write your own sentence using simile.

Write your own sentence using simile.

I CAN I can write my own sentence using simile.

Grade 3 • Cluster 7 • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own example of simile."

▶ Read the I can statement aloud, then the task on the slide: Own it. Write your own. Write your own sentence using simile.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. A correct answer uses simile clearly. A simile compares two things using the words 'like' or 'as.'

TEKS 10(D) • Figurative Language • Week 30 of 36 • Cluster 7 •
Module Module 2 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think any sentence with like or as is a simile. A simile compares two different things.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use simile instead of plain language?

"Some words felt like a winding maze."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 • Cluster 7 • Figurative Language • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend.
Explain why the author used it. Why did the author use simile instead of plain language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author uses similes so the reader understands how far and gently the speech's words spread.

TEKS 10(D) • Figurative Language • Week 30 of 36 • Cluster 7 •
Module Module 2 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think any sentence with like or as is a simile.
A simile compares two different things.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find simile on your own.

Go back to the passage. Find one more example of simile. Write the words and explain what they mean.

Go back to the reading.

Find one more example of simile.

Copy the exact words. Then explain what they mean and why the author used them.

I CAN I can find and explain simile on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to find and use figurative language on your own."

▶ *Read the Your Turn task: Go back to the passage. Find one more example of simile. Write the words and explain what they mean. Students work independently on the tracking sheet.*

"Think about what the words really mean, not just what they say on the surface."

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: They crossed the crowd from near to far, Like rays that travel from a star.

TEKS 10(D) · Figurative Language · Week 30 of 36 · Cluster 7 ·
Module Module 2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.**NOTICE**

The simile is in the words Like summer wind. The words of the speech are compared to a summer wind that reaches everyone.

CHOOSE

A. Simile. The words Like summer wind show simile. A simile compares two things using the words 'like' or 'as.'

SHOW

The words are compared to starlight that travels far.

OWN

Answers vary. A correct answer uses simile clearly. A simile compares two things using the words 'like' or 'as.'

DEFEND

The author uses similes so the reader understands how far and gently the speech's words spread.

YOUR TURN

Answers vary. One example: They crossed the crowd from near to far, Like rays that travel from a star.

**TEACHER SAYS & DOES · SLIDE 8 OF 10 ·
Review the Answers**

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

"If you missed one, that is where your learning is. Go back to the reading and look at the words again."

▶ *Celebrate strong thinking about why the author chose those words, not just naming the device.*

ANSWER KEY: NOTICE: The simile is in the words Like summer wind. The words of the speech are compared to a summer wind that reaches everyone.; CHOOSE: A. Simile. The words Like summer wind show simile. A simile compares two things using the words 'like' or 'as.'; SHOW: The words are compared to starlight that travels far.; OWN: Answers vary. A correct answer uses simile clearly. A simile compares two things using the words 'like' or 'as.'; DEFEND: The author uses similes so the reader understands how far and gently the speech's words spread.; Your Turn: Answers vary. One example: They crossed the crowd from near to far, Like rays that travel from a star.

TEKS 10(D) · Figurative Language · Week 30 of 36 · Cluster 7 ·
Module Module 2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

The words moved over heads that day, Like summer wind that finds its way.

What does the author compare the words of the speech to?

- A** a summer wind, to show the words reached everyone
- B** a summer day, to show the speech was hot
- C** people's heads, to show the crowd was tall
- D** a map, to show the crowd found its way home

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Figurative Language

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show ~4 min What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, the kind you see on the state assessment.”

▶ *Read the passage and the question aloud: What does the author compare the words of the speech to?*

“Read all four choices before you decide. Think about what the words really mean in this passage.”

▶ *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is A.

TEKS 10(D) · Figurative Language · Week 30 of 36 · Cluster 7 ·
Module Module 2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is A.

A a summer wind, to show the words reached everyone

Correct. The word like compares the words to a gentle wind.

B a summer day, to show the speech was hot

The comparison is to wind, not heat.

C people's heads, to show the crowd was tall

Heads tells where the words went. It is not the comparison.

D a map, to show the crowd found its way home

No map is mentioned in these lines.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: A. Why each: A a summer wind, to show the words reached everyone: Correct. The word like compares the words to a gentle wind.; B a summer day, to show the speech was hot: The comparison is to wind, not heat.; C people's heads, to show the crowd was tall: Heads tells where the words went. It is not the comparison.; D a map, to show the crowd found its way home: No map is mentioned in these lines.

TEKS 10(D) · Figurative Language · Week 30 of 36 · Cluster 7 · Module Module 2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Imagery

from “What Will You Give?”

Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is imagery.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we **NOTICE** figurative language in the reading, **CHOOSE** the correct type, **SHOW** what it means, **OWN** it by writing our own, then **DEFEND** why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Cluster 7 Module Module 3 • a class or student copy of “What Will You Give?” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 31 of 36 • Cluster 7 •
Module Module 3 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “One memory starts with winter snow, With frozen streets and winds that blow.” (*Imagery*)

Sentence : “A waiting crowd, a morning chill,” (*Imagery*)

Sentence : “Just Grandpa, me, my notebook there, And afternoon light in the air.” (*Imagery*)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the imagery.

Read this sentence from the passage. Find the words that show imagery.

"One memory starts with winter snow, With frozen streets and winds that blow."

I CAN I can notice imagery in our reading.

Grade 3 • Cluster 7 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice imagery in the reading."

▶ Read the I can statement aloud, then the task on the slide: Notice the imagery. Read this sentence from the passage. Find the words that show imagery.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The imagery is in the words winter snow, frozen streets, winds that blow. The reader can see snow and feel the icy wind.

TEKS 10(D) • Figurative Language • Week 31 of 36 • Cluster 7 •
Module Module 3 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Choose the correct type.

What kind of language does the author use in this sentence?

"One memory starts with winter snow, With frozen streets and winds that blow."

A. Onomatopoeia B. Imagery C. Alliteration

I CAN I can identify the type of language the author uses and explain how I know.

Grade 3 • Cluster 7 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct type. What kind of language does the author use in this sentence?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: B. Imagery. The words winter snow, frozen streets, winds that blow show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

TEKS 10(D) • Figurative Language • Week 31 of 36 • Cluster 7 •
 Module Module 3 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what the imagery means."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What does this imagery help the reader understand?

"A waiting crowd, a morning chill,"

I CAN I can explain what imagery means in context.

Grade 3 • Cluster 7 • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what the imagery means."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What does this imagery help the reader understand?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The reader can feel the cold morning air.

TEKS 10(D) • Figurative Language • Week 31 of 36 • Cluster 7 •
Module Module 3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write my own example of imagery."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write your own sentence using imagery.

Write your own sentence using imagery.

I CAN I can write my own sentence using imagery.

Grade 3 • Cluster 7 • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own example of imagery."

▶ Read the I can statement aloud, then the task on the slide: Own it. Write your own. Write your own sentence using imagery.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. A correct answer uses imagery clearly. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

TEKS 10(D) • Figurative Language • Week 31 of 36 • Cluster 7 •
Module Module 3 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use imagery instead of plain language?

"Just Grandpa, me, my notebook there, And afternoon light in the air."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 • Cluster 7 • Figurative Language • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend.
 Explain why the author used it. Why did the author use imagery instead of plain language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author uses sensory details so the reader feels like they are inside Grandpa's memory.

TEKS 10(D) • Figurative Language • Week 31 of 36 • Cluster 7 •
 Module Module 3 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find imagery on your own.

Go back to the passage. Find one more example of imagery. Write the words and explain what they mean.

Go back to the reading.

Find one more example of imagery.

Copy the exact words. Then explain what they mean and why the author used them.

I CAN I can find and explain imagery on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to find and use figurative language on your own."

▶ *Read the Your Turn task: Go back to the passage. Find one more example of imagery. Write the words and explain what they mean. Students work independently on the tracking sheet.*

"Think about what the words really mean, not just what they say on the surface."

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: A waiting crowd, a morning chill,

TEKS 10(D) · Figurative Language · Week 31 of 36 · Cluster 7 ·
Module Module 3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.

NOTICE

The imagery is in the words winter snow, frozen streets, winds that blow. The reader can see snow and feel the icy wind.

CHOOSE

B. Imagery. The words winter snow, frozen streets, winds that blow show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

SHOW

The reader can feel the cold morning air.

OWN

Answers vary. A correct answer uses imagery clearly. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

DEFEND

The author uses sensory details so the reader feels like they are inside Grandpa's memory.

YOUR TURN

Answers vary. One example: A waiting crowd, a morning chill,

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

"If you missed one, that is where your learning is. Go back to the reading and look at the words again."

▶ *Celebrate strong thinking about why the author chose those words, not just naming the device.*

ANSWER KEY: NOTICE: The imagery is in the words winter snow, frozen streets, winds that blow. The reader can see snow and feel the icy wind.; CHOOSE: B. Imagery. The words winter snow, frozen streets, winds that blow show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.; SHOW: The reader can feel the cold morning air.; OWN: Answers vary. A correct answer uses imagery clearly. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.; DEFEND: The author uses sensory details so the reader feels like they are inside Grandpa's memory.; Your Turn: Answers vary. One example: A waiting crowd, a morning chill,

TEKS 10(D) · Figurative Language · Week 31 of 36 · Cluster 7 ·
Module Module 3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

One memory starts with winter snow, With frozen streets and winds that blow.

Which sense do the details in these lines mostly help the reader use?

- A** taste, because the reader can taste the snow
- B** touch, because the reader can feel cold snow and wind
- C** smell, because the reader can smell the streets
- D** hearing, because Grandpa is singing a song

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Figurative Language

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show ⌚ ~4 min
What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, the kind you see on the state assessment.”

▶ *Read the passage and the question aloud: Which sense do the details in these lines mostly help the reader use?*

“Read all four choices before you decide. Think about what the words really mean in this passage.”

▶ *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is B.

TEKS 10(D) · Figurative Language · Week 31 of 36 · Cluster 7 ·
Module Module 3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is B.

- A taste, because the reader can taste the snow**
No taste words are in these lines.
- B touch, because the reader can feel cold snow and wind**
Correct. Frozen and blowing wind are things you can feel.
- C smell, because the reader can smell the streets**
No smell is described.
- D hearing, because Grandpa is singing a song**
No singing is described in these lines.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: B. Why each: A taste, because the reader can taste the snow: No taste words are in these lines.; B touch, because the reader can feel cold snow and wind: Correct. Frozen and blowing wind are things you can feel.; C smell, because the reader can smell the streets: No smell is described.; D hearing, because Grandpa is singing a song: No singing is described in these lines.

TEKS 10(D) · Figurative Language · Week 31 of 36 · Cluster 7 · Module Module 3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Personification

from “What Will You Give?”

Personification gives human actions or feelings to something that is not human.

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is personification.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we NOTICE figurative language in the reading, CHOOSE the correct type, SHOW what it means, OWN it by writing our own, then DEFEND why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Cluster 7 Module Module 4 • a class or student copy of “What Will You Give?” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 32 of 36 • Cluster 7 •
Module Module 4 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “True service stands beside a friend, And asks how both can reach the end.” (*Personification*)

Sentence : “What will you give? the question said.” (*Personification*)

Sentence : “For service should not proudly say,” (*Personification*)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can notice personification in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the personification.

Read this sentence from the passage. Find the words that show personification.

"True service stands beside a friend, And asks how both can reach the end."

I CAN I can notice personification in our reading.

Grade 3 • Cluster 7 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice personification in the reading."

▶ Read the I can statement aloud, then the task on the slide: Notice the personification. Read this sentence from the passage. Find the words that show personification.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The personification is in the words service stands, asks. Service is an idea. It cannot stand or ask, so the author gives it human actions.

TEKS 10(D) • Figurative Language • Week 32 of 36 • Cluster 7 •
Module Module 4 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call a person's action personification. Personification only happens when something NOT human acts or feels like a person.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Choose the correct type.

What kind of language does the author use in this sentence?

"True service stands beside a friend, And asks how both can reach the end."

A. Hyperbole B. Simile C. Personification

I CAN I can identify the type of language the author uses and explain how I know.

Grade 3 • Cluster 7 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct type. What kind of language does the author use in this sentence?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: C. Personification. The words service stands, asks show personification. Personification gives human actions or feelings to something that is not human.

TEKS 10(D) • Figurative Language • Week 32 of 36 • Cluster 7 •
 Module Module 4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call a person's action personification. Personification only happens when something NOT human acts or feels like a person.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what the personification means."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What does this personification help the reader understand?

"What will you give? the question said."

I CAN I can explain what personification means in context.

Grade 3 • Cluster 7 • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what the personification means."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What does this personification help the reader understand?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: A question cannot talk. The author makes it speak to the narrator.

TEKS 10(D) • Figurative Language • Week 32 of 36 • Cluster 7 •
Module Module 4 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call a person's action personification. Personification only happens when something NOT human acts or feels like a person.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write my own example of personification."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write your own sentence using personification.

Write your own sentence using personification.

I CAN I can write my own sentence using personification.

Grade 3 • Cluster 7 • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own example of personification."

▶ Read the I can statement aloud, then the task on the slide: Own it. Write your own. Write your own sentence using personification.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. A correct answer uses personification clearly. Personification gives human actions or feelings to something that is not human.

TEKS 10(D) • Figurative Language • Week 32 of 36 • Cluster 7 •
 Module Module 4 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call a person's action personification. Personification only happens when something NOT human acts or feels like a person.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use personification instead of plain language?

"For service should not proudly say,"

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 • Cluster 7 • Figurative Language • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend. Explain why the author used it. Why did the author use personification instead of plain language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author makes service act like a person so the reader sees it as a kind friend, not a boss.

TEKS 10(D) • Figurative Language • Week 32 of 36 • Cluster 7 •
 Module Module 4 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call a person's action personification. Personification only happens when something NOT human acts or feels like a person.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find personification on your own.

Go back to the passage. Find one more example of personification. Write the words and explain what they mean.

Go back to the reading.

Find one more example of personification.

Copy the exact words. Then explain what they mean and why the author used them.

I CAN I can find and explain personification on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to find and use figurative language on your own."

▶ *Read the Your Turn task: Go back to the passage. Find one more example of personification. Write the words and explain what they mean. Students work independently on the tracking sheet.*

"Think about what the words really mean, not just what they say on the surface."

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: What will you give? the question said.

TEKS 10(D) · Figurative Language · Week 32 of 36 · Cluster 7 ·
Module Module 4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.

NOTICE

The personification is in the words service stands, asks. Service is an idea. It cannot stand or ask, so the author gives it human actions.

CHOOSE

C. Personification. The words service stands, asks show personification. Personification gives human actions or feelings to something that is not human.

SHOW

A question cannot talk. The author makes it speak to the narrator.

OWN

Answers vary. A correct answer uses personification clearly. Personification gives human actions or feelings to something that is not human.

DEFEND

The author makes service act like a person so the reader sees it as a kind friend, not a boss.

YOUR TURN

Answers vary. One example: What will you give? the question said.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

"If you missed one, that is where your learning is. Go back to the reading and look at the words again."

▶ *Celebrate strong thinking about why the author chose those words, not just naming the device.*

ANSWER KEY: NOTICE: The personification is in the words service stands, asks. Service is an idea. It cannot stand or ask, so the author gives it human actions.; CHOOSE: C. Personification. The words service stands, asks show personification. Personification gives human actions or feelings to something that is not human.; SHOW: A question cannot talk. The author makes it speak to the narrator.; OWN: Answers vary. A correct answer uses personification clearly. Personification gives human actions or feelings to something that is not human.; DEFEND: The author makes service act like a person so the reader sees it as a kind friend, not a boss.; Your Turn: Answers vary. One example: What will you give? the question said.

TEKS 10(D) · Figurative Language · Week 32 of 36 · Cluster 7 ·
Module Module 4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

True service stands beside a friend, And asks how both can reach the end.

How does the author use personification in these lines?

- A** A friend stands and asks a question like a person.
- B** The end is a place where people stand and wait.
- C** Service is an idea, but it stands and asks like a person.
- D** Both people run a race to reach the finish line.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show ~4 min What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, the kind you see on the state assessment.”

▶ *Read the passage and the question aloud: How does the author use personification in these lines?*

“Read all four choices before you decide. Think about what the words really mean in this passage.”

▶ *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is C.

TEKS 10(D) · Figurative Language · Week 32 of 36 · Cluster 7 ·
Module Module 4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is C.

A A friend stands and asks a question like a person.

A friend is a person, so this is not personification.

B The end is a place where people stand and wait.

The end is not given human actions in these lines.

C Service is an idea, but it stands and asks like a person.

Correct. Standing and asking are human actions given to an idea.

D Both people run a race to reach the finish line.

No race is described. This misreads the lines.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is C. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: C. Why each: A A friend stands and asks a question like a person.: A friend is a person, so this is not personification.; B The end is a place where people stand and wait.: The end is not given human actions in these lines.; C Service is an idea, but it stands and asks like a person.: Correct. Standing and asking are human actions given to an idea.; D Both people run a race to reach the finish line.: No race is described. This misreads the lines.

TEKS 10(D) · Figurative Language · Week 32 of 36 · Cluster 7 · Module Module 4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Imagery

from “A Place to Grow”

Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is imagery.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we **NOTICE** figurative language in the reading, **CHOOSE** the correct type, **SHOW** what it means, **OWN** it by writing our own, then **DEFEND** why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Cluster 8 Module Module 1 • a class or student copy of “A Place to Grow” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 33 of 36 • Cluster 8 •
Module Module 1 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny.” (*Imagery*)

Sentence : “Much of Egypt was surrounded by hot, dry desert, but the Nile River flowed through the land.” (*Imagery*)

Sentence : “The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny.” (*Imagery*)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the imagery.

Read this sentence from the passage. Find the words that show imagery.

"The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny."

I CAN I can notice imagery in our reading.

Grade 3 • Cluster 8 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice imagery in the reading."

▶ Read the I can statement aloud, then the task on the slide: Notice the imagery. Read this sentence from the passage. Find the words that show imagery.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The imagery is in the words green, dry and rocky, cold and snowy, warm and sunny. The reader can see and feel many kinds of land.

TEKS 10(D) • Figurative Language • Week 33 of 36 • Cluster 8 •
Module Module 1 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Choose the correct type.

What kind of language does the author use in this sentence?

"The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny."

A. Imagery B. Idiom C. Metaphor

I CAN I can identify the type of language the author uses and explain how I know.

Grade 3 • Cluster 8 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct type. What kind of language does the author use in this sentence?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: A. Imagery. The words green, dry and rocky, cold and snowy, warm and sunny show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

TEKS 10(D) • Figurative Language • Week 33 of 36 • Cluster 8 •
Module Module 1 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what the imagery means."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What does this imagery help the reader understand?

"Much of Egypt was surrounded by hot, dry desert, but the Nile River flowed through the land."

I CAN I can explain what imagery means in context.

Grade 3 • Cluster 8 • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what the imagery means."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What does this imagery help the reader understand?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The reader can feel the heat of the desert.

TEKS 10(D) • Figurative Language • Week 33 of 36 • Cluster 8 •
Module Module 1 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write my own example of imagery."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write your own sentence using imagery.

Write your own sentence using imagery.

I CAN I can write my own sentence using imagery.

Grade 3 • Cluster 8 • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own example of imagery."

▶ Read the I can statement aloud, then the task on the slide: Own it. Write your own. Write your own sentence using imagery.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. A correct answer uses imagery clearly. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

TEKS 10(D) • Figurative Language • Week 33 of 36 • Cluster 8 •
Module Module 1 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use imagery instead of plain language?

"The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 • Cluster 8 • Figurative Language • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend.
 Explain why the author used it. Why did the author use imagery instead of plain language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author uses sensory details so the reader pictures how different places can be.

TEKS 10(D) • Figurative Language • Week 33 of 36 • Cluster 8 •
 Module Module 1 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find imagery on your own.

Go back to the passage. Find one more example of imagery. Write the words and explain what they mean.

Go back to the reading.

Find one more example of imagery.

Copy the exact words. Then explain what they mean and why the author used them.

I CAN I can find and explain imagery on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to find and use figurative language on your own."

▶ *Read the Your Turn task: Go back to the passage. Find one more example of imagery. Write the words and explain what they mean. Students work independently on the tracking sheet.*

"Think about what the words really mean, not just what they say on the surface."

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: Much of Egypt was surrounded by hot, dry desert, but the Nile River flowed through the land.

TEKS 10(D) · Figurative Language · Week 33 of 36 · Cluster 8 ·
Module Module 1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.**NOTICE**

The imagery is in the words green, dry and rocky, cold and snowy, warm and sunny. The reader can see and feel many kinds of land.

CHOOSE

A. Imagery. The words green, dry and rocky, cold and snowy, warm and sunny show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

SHOW

The reader can feel the heat of the desert.

OWN

Answers vary. A correct answer uses imagery clearly. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

DEFEND

The author uses sensory details so the reader pictures how different places can be.

YOUR TURN

Answers vary. One example: Much of Egypt was surrounded by hot, dry desert, but the Nile River flowed through the land.

**TEACHER SAYS & DOES · SLIDE 8 OF 10 ·
Review the Answers**

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

"If you missed one, that is where your learning is. Go back to the reading and look at the words again."

▶ *Celebrate strong thinking about why the author chose those words, not just naming the device.*

ANSWER KEY: NOTICE: The imagery is in the words green, dry and rocky, cold and snowy, warm and sunny. The reader can see and feel many kinds of land.; CHOOSE: A. Imagery. The words green, dry and rocky, cold and snowy, warm and sunny show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.; SHOW: The reader can feel the heat of the desert.; OWN: Answers vary. A correct answer uses imagery clearly. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.; DEFEND: The author uses sensory details so the reader pictures how different places can be.; Your Turn: Answers vary. One example: Much of Egypt was surrounded by hot, dry desert, but the Nile River flowed through the land.

TEKS 10(D) · Figurative Language · Week 33 of 36 · Cluster 8 ·
Module Module 1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny.

What does the imagery in this sentence help the reader understand?

- A** Every place on Earth has the same weather.
- B** All land is good for growing crops.
- C** People only live where it is warm and sunny.
- D** Land can be very different from place to place.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show ~4 min What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, the kind you see on the state assessment.”

▶ *Read the passage and the question aloud: What does the imagery in this sentence help the reader understand?*

“Read all four choices before you decide. Think about what the words really mean in this passage.”

▶ *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is D.

TEKS 10(D) · Figurative Language · Week 33 of 36 · Cluster 8 ·
Module Module 1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is D.

- A Every place on Earth has the same weather.**
The sentence shows many kinds of weather.
- B All land is good for growing crops.**
Dry and rocky land is not good for crops.
- C People only live where it is warm and sunny.**
The sentence lists many places people live.
- D Land can be very different from place to place.**
Correct. Each pair of words paints a different kind of land.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is D. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: D. Why each: A Every place on Earth has the same weather.: The sentence shows many kinds of weather.; B All land is good for growing crops.: Dry and rocky land is not good for crops.; C People only live where it is warm and sunny.: The sentence lists many places people live.; D Land can be very different from place to place.: Correct. Each pair of words paints a different kind of land.

TEKS 10(D) · Figurative Language · Week 33 of 36 · Cluster 8 · Module Module 1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Personification

from “A Place to Grow”

Personification gives human actions or feelings to something that is not human.

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is personification.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we NOTICE figurative language in the reading, CHOOSE the correct type, SHOW what it means, OWN it by writing our own, then DEFEND why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Cluster 8 Module Module 2 • a class or student copy of “A Place to Grow” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 34 of 36 • Cluster 8 •
Module Module 2 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “The traveling shell therefore tells a much larger story.” (*Personification*)

Sentence : “It tells us that communities did not always remain isolated.” (*Personification*)

Sentence : “The traveling shell therefore tells a much larger story.” (*Personification*)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can notice personification in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the personification.

Read this sentence from the passage. Find the words that show personification.

"The traveling shell therefore tells a much larger story."

I CAN I can notice personification in our reading.

Grade 3 • Cluster 8 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice personification in the reading."

▶ Read the I can statement aloud, then the task on the slide: Notice the personification. Read this sentence from the passage. Find the words that show personification.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The personification is in the words shell, tells a much larger story. A shell cannot speak. The author gives it the human action of telling a story.

TEKS 10(D) • Figurative Language • Week 34 of 36 • Cluster 8 •
Module Module 2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call a person's action personification. Personification only happens when something NOT human acts or feels like a person.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Choose the correct type.

What kind of language does the author use in this sentence?

"The traveling shell therefore tells a much larger story."

A. Alliteration B. Personification C. Imagery

I CAN I can identify the type of language the author uses and explain how I know.

Grade 3 • Cluster 8 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I statement aloud, then the task on the slide: Choose the correct type. What kind of language does the author use in this sentence?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: B. Personification. The words shell, tells a much larger story show personification. Personification gives human actions or feelings to something that is not human.

TEKS 10(D) • Figurative Language • Week 34 of 36 • Cluster 8 •
Module Module 2 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call a person's action personification. Personification only happens when something NOT human acts or feels like a person.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what the personification means."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What does this personification help the reader understand?

"It tells us that communities did not always remain isolated."

I CAN I can explain what personification means in context.

Grade 3 • Cluster 8 • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what the personification means."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What does this personification help the reader understand?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The shell is made to talk to readers about trade long ago.

TEKS 10(D) • Figurative Language • Week 34 of 36 • Cluster 8 •
Module Module 2 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call a person's action personification. Personification only happens when something NOT human acts or feels like a person.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write my own example of personification."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write your own sentence using personification.

Write your own sentence using personification.

I CAN I can write my own sentence using personification.

Grade 3 • Cluster 8 • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own example of personification."

▶ Read the I can statement aloud, then the task on the slide: Own it. Write your own. Write your own sentence using personification.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. A correct answer uses personification clearly. Personification gives human actions or feelings to something that is not human.

TEKS 10(D) • Figurative Language • Week 34 of 36 • Cluster 8 •
 Module Module 2 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call a person's action personification. Personification only happens when something NOT human acts or feels like a person.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use personification instead of plain language?

"The traveling shell therefore tells a much larger story."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 • Cluster 8 • Figurative Language • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend. Explain why the author used it. Why did the author use personification instead of plain language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author makes the shell a storyteller so the reader sees that objects can teach us about the past.

TEKS 10(D) • Figurative Language • Week 34 of 36 • Cluster 8 •
Module Module 2 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call a person's action personification. Personification only happens when something NOT human acts or feels like a person.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find personification on your own.

Go back to the passage. Find one more example of personification. Write the words and explain what they mean.

Go back to the reading.

Find one more example of personification.

Copy the exact words. Then explain what they mean and why the author used them.

I CAN I can find and explain personification on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to find and use figurative language on your own.”

▶ *Read the Your Turn task: Go back to the passage. Find one more example of personification. Write the words and explain what they mean. Students work independently on the tracking sheet.*

“Think about what the words really mean, not just what they say on the surface.”

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: It tells us that communities did not always remain isolated.

TEKS 10(D) · Figurative Language · Week 34 of 36 · Cluster 8 ·
Module Module 2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.

NOTICE

The personification is in the words shell, tells a much larger story. A shell cannot speak. The author gives it the human action of telling a story.

CHOOSE

B. Personification. The words shell, tells a much larger story show personification. Personification gives human actions or feelings to something that is not human.

SHOW

The shell is made to talk to readers about trade long ago.

OWN

Answers vary. A correct answer uses personification clearly. Personification gives human actions or feelings to something that is not human.

DEFEND

The author makes the shell a storyteller so the reader sees that objects can teach us about the past.

YOUR TURN

Answers vary. One example: It tells us that communities did not always remain isolated.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

"If you missed one, that is where your learning is. Go back to the reading and look at the words again."

▶ *Celebrate strong thinking about why the author chose those words, not just naming the device.*

ANSWER KEY: NOTICE: The personification is in the words shell, tells a much larger story. A shell cannot speak. The author gives it the human action of telling a story.; CHOOSE: B. Personification. The words shell, tells a much larger story show personification. Personification gives human actions or feelings to something that is not human.; SHOW: The shell is made to talk to readers about trade long ago.; OWN: Answers vary. A correct answer uses personification clearly. Personification gives human actions or feelings to something that is not human.; DEFEND: The author makes the shell a storyteller so the reader sees that objects can teach us about the past.; Your Turn: Answers vary. One example: It tells us that communities did not always remain isolated.

TEKS 10(D) · Figurative Language · Week 34 of 36 · Cluster 8 ·
Module Module 2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

The traveling shell therefore tells a much larger story.**Why does the author say the shell "tells a much larger story"?**

- A** to show the shell teaches people about trade long ago
- B** to show the shell has words written on it
- C** to show the shell is bigger than other shells
- D** to show a person told the shell a story

The Writing Academy®, LLC

Grade 3 · Cluster 8 · Figurative Language

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show ~4 min

What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▶ Read the passage and the question aloud: Why does the author say the shell "tells a much larger story"?

"Read all four choices before you decide. Think about what the words really mean in this passage."

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is A.

TEKS 10(D) · Figurative Language · Week 34 of 36 · Cluster 8 · Module Module 2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is A.

A to show the shell teaches people about trade long ago

Correct. A shell cannot talk, so this is personification.

B to show the shell has words written on it

No writing is on the shell. This reads the words literally.

C to show the shell is bigger than other shells

Larger describes the story, not the shell's size.

D to show a person told the shell a story

The shell tells the story; no one tells the shell.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: A. Why each: A to show the shell teaches people about trade long ago: Correct. A shell cannot talk, so this is personification.; B to show the shell has words written on it: No writing is on the shell. This reads the words literally.; C to show the shell is bigger than other shells: Larger describes the story, not the shell's size.; D to show a person told the shell a story: The shell tells the story; no one tells the shell.

TEKS 10(D) · Figurative Language · Week 34 of 36 · Cluster 8 · Module Module 2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Literal and Figurative Language

from “A Place to Grow”

Literal language means exactly what the words say. Figurative language uses words in a special way to compare, exaggerate, or create a picture.

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is literal and figurative language.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we **NOTICE** figurative language in the reading, **CHOOSE** the correct type, **SHOW** what it means, **OWN** it by writing our own, then **DEFEND** why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Cluster 8 Module Module 3 • a class or student copy of “A Place to Grow” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 35 of 36 • Cluster 8 •
Module Module 3 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “The Nile did not build those communities. People did.” (*Literal*)

Sentence : “Forests can provide wood.” (*Literal*)

Sentence : “Fresh water was nearby.” (*Literal*)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can tell if language is literal or figurative."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the language.

Read this sentence from the passage. Does it mean exactly what it says?

"The Nile did not build those communities. People did."

I CAN I can tell whether the author's words are literal or figurative.

Grade 3 • Cluster 8 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can tell if language is literal or figurative."

▶ Read the I can statement aloud, then the task on the slide: Notice the language. Read this sentence from the passage. Does it mean exactly what it says?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Literal. This is literal. People really built the communities, not the river.

TEKS 10(D) • Figurative Language • Week 35 of 36 • Cluster 8 •
Module Module 3 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Choose the correct type.

Is this sentence literal, or does it use a kind of figurative language?

"The Nile did not build those communities. People did."

A. Literal B. Simile C. Personification

I CAN I can identify the type of language the author uses and explain how I know.

Grade 3 • Cluster 8 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct type. Is this sentence literal, or does it use a kind of figurative language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: A. Literal. This is literal. People really built the communities, not the river.

TEKS 10(D) • Figurative Language • Week 35 of 36 • Cluster 8 •
 Module Module 3 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what literal language tells me."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What exact information does this sentence give the reader?

"Forests can provide wood."

I CAN I can explain what literal language tells the reader.

Grade 3 • Cluster 8 • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what literal language tells me."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What exact information does this sentence give the reader?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Forests really give wood. Provide is an ordinary verb, so it is literal.

TEKS 10(D) • Figurative Language • Week 35 of 36 • Cluster 8 •
Module Module 3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write literal and figurative sentences."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write one literal sentence and one figurative sentence about the same topic.

Write one literal sentence and one figurative sentence
about the same topic from the passage.

I CAN I can write a literal sentence and a figurative sentence about one topic.

Grade 3 • Cluster 8 • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write literal and figurative sentences."

▶ Read the I can statement aloud, then the task on the slide: Own it.
Write your own. Write one literal sentence and one figurative sentence
about the same topic.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own
answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. The literal sentence means exactly what it says; the figurative sentence compares, exaggerates, or gives human traits.

TEKS 10(D) • Figurative Language • Week 35 of 36 • Cluster 8 •
Module Module 3 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why does the author use plain, literal words here?

"Fresh water was nearby."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 · Cluster 8 · Figurative Language · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·
Friday · DEFEND · Reflective

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend. Explain why the author used it. Why does the author use plain, literal words here?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author uses literal language to make a clear point: people, not rivers, build communities.

TEKS 10(D) · Figurative Language · Week 35 of 36 · Cluster 8 ·
Module Module 3 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find literal language on your own.

Go back to the passage. Find one more literal sentence and explain how you know.

Go back to the reading.

Find one sentence that means exactly what it says.

Copy the exact words and explain how you know it is literal.

I CAN I can find literal language and explain how I know.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to find and use figurative language on your own."

▶ *Read the Your Turn task: Go back to the passage. Find one more literal sentence and explain how you know. Students work independently on the tracking sheet.*

"Think about what the words really mean, not just what they say on the surface."

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: Forests can provide wood.

TEKS 10(D) · Figurative Language · Week 35 of 36 · Cluster 8 ·
Module Module 3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.**NOTICE**

Literal. This is literal. People really built the communities, not the river.

CHOOSE

A. Literal. This is literal. People really built the communities, not the river.

SHOW

Forests really give wood. Provide is an ordinary verb, so it is literal.

OWN

Answers vary. The literal sentence means exactly what it says; the figurative sentence compares, exaggerates, or gives human traits.

DEFEND

The author uses literal language to make a clear point: people, not rivers, build communities.

YOUR TURN

Answers vary. One example: Forests can provide wood.

The Writing Academy®, LLC

Grade 3 · Cluster 8 · Figurative Language

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·
Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

“If you missed one, that is where your learning is. Go back to the reading and look at the words again.”

▶ *Celebrate strong thinking about why the author chose those words, not just naming the device.*

ANSWER KEY: NOTICE: Literal. This is literal. People really built the communities, not the river.; CHOOSE: A. Literal. This is literal. People really built the communities, not the river.; SHOW: Forests really give wood. Provide is an ordinary verb, so it is literal.; OWN: Answers vary. The literal sentence means exactly what it says; the figurative sentence compares, exaggerates, or gives human traits.; DEFEND: The author uses literal language to make a clear point: people, not rivers, build communities.; Your Turn: Answers vary. One example: Forests can provide wood.

TEKS 10(D) · Figurative Language · Week 35 of 36 · Cluster 8 ·
Module Module 3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

The Nile did not build those communities. People did.

Is this excerpt literal or figurative?

- A** figurative, because the Nile acts like a builder
- B** literal, because people really built the communities
- C** figurative, because it compares people to a river
- D** literal, because the Nile is a very long river

The Writing Academy®, LLC

Grade 3 · Cluster 8 · Figurative Language

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show ⌚ ~4 min
What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, the kind you see on the state assessment.”

▶ *Read the passage and the question aloud: Is this excerpt literal or figurative?*

“Read all four choices before you decide. Think about what the words really mean in this passage.”

▶ *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is B.

TEKS 10(D) · Figurative Language · Week 35 of 36 · Cluster 8 ·
Module Module 3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is B.

- A** **figurative, because the Nile acts like a builder**
The author says the Nile did NOT build them.
- B** **literal, because people really built the communities**
Correct. The words mean exactly what they say.
- C** **figurative, because it compares people to a river**
No comparison is made in the excerpt.
- D** **literal, because the Nile is a very long river**
It is literal, but river length is not mentioned.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: B. Why each: A figurative, because the Nile acts like a builder: The author says the Nile did NOT build them.; B literal, because people really built the communities: Correct. The words mean exactly what they say.; C figurative, because it compares people to a river: No comparison is made in the excerpt.; D literal, because the Nile is a very long river: It is literal, but river length is not mentioned.

TEKS 10(D) · Figurative Language · Week 35 of 36 · Cluster 8 · Module Module 3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Authors use figurative language to help readers picture ideas, feel emotions, and understand meaning in new ways.

When I notice figurative language, I ask what it really means and why the author chose those words.

Recognizing figurative language helps me become a more established reader and a more creative writer.

THIS WEEK’S FOCUS

Imagery

from “A Place to Grow”

Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is imagery.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we **NOTICE** figurative language in the reading, **CHOOSE** the correct type, **SHOW** what it means, **OWN** it by writing our own, then **DEFEND** why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Cluster 8 Module Module 4 • a class or student copy of “A Place to Grow” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 36 of 36 • Cluster 8 •
Module Module 4 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “Much of Egypt was surrounded by hot, dry desert, but the Nile River flowed through the land.”
(*Imagery*)

Sentence : “Instead of struggling across the hot desert, travelers could use boats on the Nile.” (*Imagery*)

Sentence : “The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny.” (*Imagery*)

CHECK FOR UNDERSTANDING

Ask a student to read one example of figurative language from the passage and explain what it really means.

RAISE THE THINKING

Ask a student what the passage would sound like without the figurative language. How would the meaning change?

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Notice the imagery.

Read this sentence from the passage. Find the words that show imagery.

"Much of Egypt was surrounded by hot, dry desert, but the Nile River flowed through the land."

I CAN I can notice imagery in our reading.

Grade 3 • Cluster 8 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice imagery in the reading."

▶ Read the I can statement aloud, then the task on the slide: Notice the imagery. Read this sentence from the passage. Find the words that show imagery.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The imagery is in the words hot, dry desert, flowed. The reader can feel the dry heat and picture the river moving through it.

TEKS 10(D) • Figurative Language • Week 36 of 36 • Cluster 8 •
Module Module 4 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Choose the correct type.

What kind of language does the author use in this sentence?

"Much of Egypt was surrounded by hot, dry desert, but the Nile River flowed through the land."

A. Imagery B. Metaphor C. Hyperbole

I CAN I can identify the type of language the author uses and explain how I know.

Grade 3 • Cluster 8 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct type. What kind of language does the author use in this sentence?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: A. Imagery. The words hot, dry desert, flowed show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

TEKS 10(D) • Figurative Language • Week 36 of 36 • Cluster 8 •
 Module Module 4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what the imagery means."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Show what it means.

What does this imagery help the reader understand?

"Instead of struggling across the hot desert, travelers could use boats on the Nile."

I CAN I can explain what imagery means in context.

Grade 3 • Cluster 8 • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what the imagery means."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What does this imagery help the reader understand?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The reader can feel how tiring a hot desert walk would be.

TEKS 10(D) • Figurative Language • Week 36 of 36 • Cluster 8 •
Module Module 4 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write my own example of imagery."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Own it. Write your own.

Write your own sentence using imagery.

Write your own sentence using imagery.

I CAN I can write my own sentence using imagery.

Grade 3 • Cluster 8 • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own example of imagery."

▶ Read the I can statement aloud, then the task on the slide: Own it. Write your own. Write your own sentence using imagery.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. A correct answer uses imagery clearly. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

TEKS 10(D) • Figurative Language • Week 36 of 36 • Cluster 8 •
Module Module 4 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use imagery instead of plain language?

"The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 3 • Cluster 8 • Figurative Language • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend. Explain why the author used it. Why did the author use imagery instead of plain language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author uses sensory details so the reader understands why people settled near water.

TEKS 10(D) • Figurative Language • Week 36 of 36 • Cluster 8 •
Module Module 4 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find imagery on your own.

Go back to the passage. Find one more example of imagery. Write the words and explain what they mean.

Go back to the reading.

Find one more example of imagery.

Copy the exact words. Then explain what they mean and why the author used them.

I CAN I can find and explain imagery on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to find and use figurative language on your own."

▶ *Read the Your Turn task: Go back to the passage. Find one more example of imagery. Write the words and explain what they mean. Students work independently on the tracking sheet.*

"Think about what the words really mean, not just what they say on the surface."

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: Instead of struggling across the hot desert, travelers could use boats on the Nile.

TEKS 10(D) · Figurative Language · Week 36 of 36 · Cluster 8 ·
Module Module 4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.

NOTICE

The imagery is in the words hot, dry desert, flowed. The reader can feel the dry heat and picture the river moving through it.

CHOOSE

A. Imagery. The words hot, dry desert, flowed show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

SHOW

The reader can feel how tiring a hot desert walk would be.

OWN

Answers vary. A correct answer uses imagery clearly. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

DEFEND

The author uses sensory details so the reader understands why people settled near water.

YOUR TURN

Answers vary. One example: Instead of struggling across the hot desert, travelers could use boats on the Nile.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ *Reveal the answer key slide one level at a time. Have students check their own tracking sheet as you go.*

"If you missed one, that is where your learning is. Go back to the reading and look at the words again."

▶ *Celebrate strong thinking about why the author chose those words, not just naming the device.*

ANSWER KEY: NOTICE: The imagery is in the words hot, dry desert, flowed. The reader can feel the dry heat and picture the river moving through it.; CHOOSE: A. Imagery. The words hot, dry desert, flowed show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.; SHOW: The reader can feel how tiring a hot desert walk would be.; OWN: Answers vary. A correct answer uses imagery clearly. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.; DEFEND: The author uses sensory details so the reader understands why people settled near water.; Your Turn: Answers vary. One example: Instead of struggling across the hot desert, travelers could use boats on the Nile.

TEKS 10(D) · Figurative Language · Week 36 of 36 · Cluster 8 ·
Module Module 4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

Instead of struggling across the hot desert, travelers could use boats on the Nile.

What do the words "struggling across the hot desert" help the reader feel?

- A** how cold the river water was
- B** how fast the boats could sail
- C** how pretty the desert flowers were
- D** how tiring and hot desert travel was

The Writing Academy®, LLC

Grade 3 · Cluster 8 · Figurative Language

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show ~4 min What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▶ Read the passage and the question aloud: What do the words "struggling across the hot desert" help the reader feel?

"Read all four choices before you decide. Think about what the words really mean in this passage."

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is D.

TEKS 10(D) · Figurative Language · Week 36 of 36 · Cluster 8 · Module Module 4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is D.

- A** **how cold the river water was**
The words describe the desert, not the water.
- B** **how fast the boats could sail**
These words are about walking in the desert.
- C** **how pretty the desert flowers were**
No flowers are mentioned.
- D** **how tiring and hot desert travel was**
Correct. Struggling and hot help the reader feel the hard trip.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is D. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: D. Why each: A how cold the river water was: The words describe the desert, not the water.; B how fast the boats could sail: These words are about walking in the desert.; C how pretty the desert flowers were: No flowers are mentioned.; D how tiring and hot desert travel was: Correct. Struggling and hot help the reader feel the hard trip.

TEKS 10(D) · Figurative Language · Week 36 of 36 · Cluster 8 · Module Module 4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct answer captures the figurative meaning.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? Because it captures part of the meaning but misses the specific comparison or purpose the author intended.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find another example of figurative language in a different text they have read.