

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices 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 “Dream”

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 1 • a class or student copy of “Dream” • 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 : “Everywhere I looked, people stood shoulder to shoulder beneath the bright August sunshine,” (*Imagery*)

Sentence : “The afternoon was warm, and my feet were beginning to ache from all the walking and standing.” (*Imagery*)

Sentence : “Perhaps I would remember the bright reflection of sunlight on the water or the steady murmur of thousands of voices waiting 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 metaphor, and sound devices achieves specific purposes"

Notice the imagery.

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

"Everywhere I looked, people stood shoulder to shoulder beneath the bright August sunshine,"

I CAN I can notice imagery in our reading.

Grade 4 • 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 shoulder to shoulder, bright August sunshine. The reader can see the packed crowd and the bright summer light.

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 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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"Everywhere I looked, people stood shoulder to shoulder beneath the bright August sunshine,"

A. Metaphor B. Imagery C. Hyperbole

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

Grade 4 • 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: B. Imagery. The words shoulder to shoulder, bright August sunshine 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 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 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 metaphor, and sound devices achieves specific purposes"

Show what it means.

What does this imagery help the reader understand?

"The afternoon was warm, and my feet were beginning to ache from all the walking and standing."

I CAN I can explain what imagery means in context.



Grade 4 • 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: The reader can feel the heat and the sore feet of the narrator.

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 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 metaphor, and sound devices 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 4 • 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 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 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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use imagery instead of plain language?

"Perhaps I would remember the bright reflection of sunlight on the water or the steady murmur of thousands of voices waiting 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 4 • 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 and sound details so the reader feels present at the famous speech, not just told about it.

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 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 afternoon was warm, and my feet were beginning to ache from all the walking and standing.

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 imagery is in the words shoulder to shoulder, bright August sunshine. The reader can see the packed crowd and the bright summer light.

CHOOSE

B. Imagery. The words shoulder to shoulder, bright August sunshine 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 and the sore feet of the narrator.

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 and sound details so the reader feels present at the famous speech, not just told about it.

YOUR TURN

Answers vary. One example: The afternoon was warm, and my feet were beginning to ache from all the walking and standing.

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 shoulder to shoulder, bright August sunshine. The reader can see the packed crowd and the bright summer light.; CHOOSE: B. Imagery. The words shoulder to shoulder, bright August sunshine 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 and the sore feet of the narrator.; 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 and sound details so the reader feels present at the famous speech, not just told about it.; Your Turn: Answers vary. One example: The afternoon was warm, and my feet were beginning to ache from all the walking and standing.

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.

The afternoon was warm, and my feet were beginning to ache from all the walking and standing.

Which sense does the imagery in this sentence mostly help the reader use?

- A touch, because the reader can feel the heat and sore feet
- B taste, because the reader can imagine the water the narrator wants
- C smell, because the reader can imagine the crowd around the narrator
- D hearing, because the reader can hear the people talking nearby

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 does the imagery in this sentence 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 A.

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 A.

- A touch, because the reader can feel the heat and sore feet**
Correct. "warm" and "ache" are feelings the reader can imagine in the body.
- B taste, because the reader can imagine the water the narrator wants**
The sentence does not describe any taste.
- C smell, because the reader can imagine the crowd around the narrator**
No smell words appear in this sentence.
- D hearing, because the reader can hear the people talking nearby**
No sounds are described 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 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 touch, because the reader can feel the heat and sore feet: Correct. "warm" and "ache" are feelings the reader can imagine in the body.; B taste, because the reader can imagine the water the narrator wants: The sentence does not describe any taste.; C smell, because the reader can imagine the crowd around the narrator: No smell words appear in this sentence.; D hearing, because the reader can hear the people talking nearby: No sounds are described in this sentence.

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 metaphor, and sound devices 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 “Dream”

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 Prepare Cluster Module Module 2 • a class or student copy of “Dream” • 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 : “I was thinking that maybe kindness is like throwing a pebble into water.” (*Simile*)

Sentence : “I was thinking that maybe kindness is like throwing a pebble into water. It starts small, but it keeps spreading.” (*Simile*)

Sentence : “I was thinking that maybe kindness is like throwing a pebble into water.” (*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 metaphor, and sound devices achieves specific purposes"

Notice the simile.

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

"I was thinking that maybe kindness is like throwing a pebble into water."

I CAN I can notice simile in our reading.

Grade 4 • 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 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 kindness is like throwing a pebble into water. Kindness is compared to a pebble in water: a small act that spreads outward in circles.

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 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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"I was thinking that maybe kindness is like throwing a pebble into water."

A. Imagery B. Idiom C. Simile

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

Grade 4 • 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: C. Simile. The words kindness is like throwing a pebble into water show simile. A simile compares two things using the words 'like' or 'as.'

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 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 metaphor, and sound devices achieves specific purposes"

Show what it means.

What does this simile help the reader understand?

"I was thinking that maybe kindness is like throwing a pebble into water. It starts small, but it keeps spreading."

I CAN I can explain what simile means in context.



Grade 4 • 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 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: Like ripples in water, one kind act can spread from person to person.

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 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 metaphor, and sound devices 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 4 • 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 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 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 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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use simile instead of plain language?

"I was thinking that maybe kindness is like throwing a pebble into water."

Why did the author choose these words?

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

Grade 4 • 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 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 the simile so the reader can picture how one small kind act spreads to many people.

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 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: I was thinking that maybe kindness is like throwing a pebble into water. It starts small, but it keeps spreading.

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**

The simile is in the words kindness is like throwing a pebble into water. Kindness is compared to a pebble in water: a small act that spreads outward in circles.

CHOOSE

C. Simile. The words kindness is like throwing a pebble into water show simile. A simile compares two things using the words 'like' or 'as.'

SHOW

Like ripples in water, one kind act can spread from person to person.

OWN

Answers vary. A correct answer uses simile clearly. A simile compares two things using the words 'like' or 'as.'

DEFEND

The author uses the simile so the reader can picture how one small kind act spreads to many people.

YOUR TURN

Answers vary. One example: I was thinking that maybe kindness is like throwing a pebble into water. It starts small, but it keeps spreading.

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 kindness is like throwing a pebble into water. Kindness is compared to a pebble in water: a small act that spreads outward in circles.; CHOOSE: C. Simile. The words kindness is like throwing a pebble into water show simile. A simile compares two things using the words 'like' or 'as.'; SHOW: Like ripples in water, one kind act can spread from person to person.; OWN: Answers vary. A correct answer uses simile clearly. A simile compares two things using the words 'like' or 'as.'; DEFEND: The author uses the simile so the reader can picture how one small kind act spreads to many people.; Your Turn: Answers vary. One example: I was thinking that maybe kindness is like throwing a pebble into water. It starts small, but it keeps spreading.

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.

I was thinking that maybe kindness is like throwing a pebble into water. It starts small, but it keeps spreading.

What does the narrator compare kindness to in this excerpt?

- A a big crowd, because many people gathered to listen
- B a pebble in water, because a small act can spread far
- C a hard stone, because being kind can be difficult
- D deep water, because kindness can be hard to understand

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 narrator compare kindness to in this excerpt?

“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 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 B.

- A a big crowd, because many people gathered to listen**
The crowd is not part of this comparison.
- B a pebble in water, because a small act can spread far**
Correct. The word like compares kindness to a pebble whose ripples keep spreading.
- C a hard stone, because being kind can be difficult**
The comparison is about spreading, not being hard.
- D deep water, because kindness can be hard to understand**
The water shows spreading ripples, not something hard to understand.

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 big crowd, because many people gathered to listen: The crowd is not part of this comparison.; B a pebble in water, because a small act can spread far: Correct. The word like compares kindness to a pebble whose ripples keep spreading.; C a hard stone, because being kind can be difficult: The comparison is about spreading, not being hard.; D deep water, because kindness can be hard to understand: The water shows spreading ripples, not something hard to understand.

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 metaphor, and sound devices 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 “Serve”

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 3 • a class or student copy of “Serve” • 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 : “I imagined the words traveling through the crowd, then following people home to their neighborhoods and families.” (*Personification*)

Sentence : “I imagined the words traveling through the crowd, then following people home to their neighborhoods and families.” (*Personification*)

Sentence : “I imagined the words traveling through the crowd, then following people home to their neighborhoods and families.” (*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 metaphor, and sound devices achieves specific purposes"

Notice the personification.

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

"I imagined the words traveling through the crowd, then following people home to their neighborhoods and families."

I CAN I can notice personification in our reading.

Grade 4 • 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 words traveling through the crowd, following people home. Words cannot walk or follow anyone. The author gives words a human action to show the speech stayed with people.

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 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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"I imagined the words traveling through the crowd, then following people home to their neighborhoods and families."

A. Personification B. Onomatopoeia C. Alliteration

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

Grade 4 • 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. Personification. The words words traveling through the crowd, following people home show personification. Personification gives human actions or feelings to something that is not human.

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 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 metaphor, and sound devices achieves specific purposes"

Show what it means.

What does this personification help the reader understand?

"I imagined the words traveling through the crowd, then following people home to their neighborhoods and families."

I CAN I can explain what personification means in context.



Grade 4 • 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: Words cannot walk or follow anyone. The author gives words a human action to show the speech stayed with people.

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 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 metaphor, and sound devices 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 4 • 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 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 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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use personification instead of plain language?

"I imagined the words traveling through the crowd, then following people home to their neighborhoods and families."

Why did the author choose these words?

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

Grade 4 • 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 words seem alive so the reader understands the speech kept affecting people after it ended.

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 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: I imagined the words traveling through the crowd, then following people home to their neighborhoods and families.

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 personification is in the words words traveling through the crowd, following people home. Words cannot walk or follow anyone. The author gives words a human action to show the speech stayed with people.

CHOOSE

A. Personification. The words words traveling through the crowd, following people home show personification. Personification gives human actions or feelings to something that is not human.

SHOW

Words cannot walk or follow anyone. The author gives words a human action to show the speech stayed with people.

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 words seem alive so the reader understands the speech kept affecting people after it ended.

YOUR TURN

Answers vary. One example: I imagined the words traveling through the crowd, then following people home to their neighborhoods and families.

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 words traveling through the crowd, following people home. Words cannot walk or follow anyone. The author gives words a human action to show the speech stayed with people.; CHOOSE: A. Personification. The words words traveling through the crowd, following people home show personification. Personification gives human actions or feelings to something that is not human.; SHOW: Words cannot walk or follow anyone. The author gives words a human action to show the speech stayed with people.; 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 words seem alive so the reader understands the speech kept affecting people after it ended.; Your Turn: Answers vary. One example: I imagined the words traveling through the crowd, then following people home to their neighborhoods and families.

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.

I imagined the words traveling through the crowd, then following people home to their neighborhoods and families.

Which words give a human action to something that is not human?

- A "I imagined" because the narrator is thinking about the speech
- B "the crowd" because a crowd is a large group of people together
- C "following people home" because words cannot walk behind people
- D "their neighborhoods and families" because these are real places

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: Which words give a human action to something that is not human?

"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 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 C.

- A "I imagined" because the narrator is thinking about the speech**
The narrator is a person, so imagining is not personification.
- B "the crowd" because a crowd is a large group of people together**
A crowd is made of people, so this is not personification.
- C "following people home" because words cannot walk behind people**
Correct. Following someone home is a human action given to the words.
- D "their neighborhoods and families" because these are real places**
These words name real places and people, not a human action.

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 "I imagined" because the narrator is thinking about the speech: The narrator is a person, so imagining is not personification.; B "the crowd" because a crowd is a large group of people together: A crowd is made of people, so this is not personification.; C "following people home" because words cannot walk behind people: Correct. Following someone home is a human action given to the words.; D "their neighborhoods and families" because these are real places: These words name real places and people, not a human action.

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 metaphor, and sound devices 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 “Serve”

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 Prepare Cluster Module Module 4 • a class or student copy of “Serve” • 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 : “There was a feeling that our country was entering a new chapter, and many people believed ordinary citizens could help make that chapter meaningful.” (*Metaphor*)

Sentence : “That was the heart of it.” (*Metaphor*)

Sentence : “There was a feeling that our country was entering a new chapter, and many people believed ordinary citizens could help make that chapter meaningful.” (*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 metaphor, and sound devices achieves specific purposes"

Notice the metaphor.

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

"There was a feeling that our country was entering a new chapter, and many people believed ordinary citizens could help make that chapter meaningful."

I CAN I can notice metaphor in our reading.

Grade 4 • 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 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 our country was entering a new chapter. A country is not a book. The metaphor says a new time in history is a new chapter.

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 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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"There was a feeling that our country was entering a new chapter, and many people believed ordinary citizens could help make that chapter meaningful."

A. Hyperbole B. Metaphor C. Simile

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

Grade 4 • 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: B. Metaphor. The words our country was entering a new chapter show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

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 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 metaphor, and sound devices achieves specific purposes"

Show what it means.

What does this metaphor help the reader understand?

"That was the heart of it."

I CAN I can explain what metaphor means in context.



Grade 4 • 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 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: An idea has no real heart. The metaphor means the most important part of the idea.

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 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 metaphor, and sound devices 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 4 • 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 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 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 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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use metaphor instead of plain language?

"There was a feeling that our country was entering a new chapter, and many people believed ordinary citizens could help make that chapter meaningful."

Why did the author choose these words?

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

Grade 4 • 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 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 history to a book so the reader sees the 1960s as a fresh start that citizens could help write.

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 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: That was the heart of it.

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 metaphor is in the words our country was entering a new chapter. A country is not a book. The metaphor says a new time in history is a new chapter.

CHOOSE

B. Metaphor. The words our country was entering a new chapter show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

SHOW

An idea has no real heart. The metaphor means the most important part of the idea.

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 history to a book so the reader sees the 1960s as a fresh start that citizens could help write.

YOUR TURN

Answers vary. One example: That was the heart of it.

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 our country was entering a new chapter. A country is not a book. The metaphor says a new time in history is a new chapter.; CHOOSE: B. Metaphor. The words our country was entering a new chapter show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'; SHOW: An idea has no real heart. The metaphor means the most important part of the idea.; 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 history to a book so the reader sees the 1960s as a fresh start that citizens could help write.; Your Turn: Answers vary. One example: That was the heart of it.

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.

There was a feeling that our country was entering a new chapter, and many people believed ordinary citizens could help make that chapter meaningful.

What does Grandpa mean when he says the country was "entering a new chapter"?

- A The country was writing a long new book together.
- B People were reading more books than before.
- C The country was moving into a new building.
- D A new time was beginning in the country's history.

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 Grandpa mean when he says the country was "entering a new chapter"?

"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 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 D.

- A The country was writing a long new book together.**
No real book is being written. The chapter stands for a time.
- B People were reading more books than before.**
The sentence is not about reading books at all.
- C The country was moving into a new building.**
Nothing is entered literally. The words compare time to a book.
- D A new time was beginning in the country's history.**
Correct. The metaphor compares a new period of history to a new chapter in a book.

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 The country was writing a long new book together.: No real book is being written. The chapter stands for a time.; B People were reading more books than before.: The sentence is not about reading books at all.; C The country was moving into a new building.: Nothing is entered literally. The words compare time to a book.; D A new time was beginning in the country's history.: Correct. The metaphor compares a new period of history to a new chapter in a book.

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 metaphor, and sound devices 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 “A Promise Written Long Ago”

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 1 Module Module 1 • a class or student copy of “A Promise Written Long Ago” • 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 : “It became a symbol of fairness and the belief that no one should be above the law.” (*Idiom*)

Sentence : “They wanted to avoid the problems that can occur when too much power is placed in the hands of one person or group.” (*Idiom*)

Sentence : “It became a symbol of fairness and the belief that no one should be above the law.” (*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 metaphor, and sound devices achieves specific purposes"

Notice the idiom.

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

"It became a symbol of fairness and the belief that no one should be above the law."

I CAN I can notice idiom in our reading.

Grade 4 • 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 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 above the law. Above the law does not mean higher up. It means not having to follow the rules.

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 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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"It became a symbol of fairness and the belief that no one should be above the law."

A. Hyperbole B. Metaphor C. Idiom

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

Grade 4 • 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. Idiom. The words above the law show idiom. An idiom is a phrase that means something different from the literal meaning of its words.

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 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 metaphor, and sound devices achieves specific purposes"

Show what it means.

What does this idiom help the reader understand?

"They wanted to avoid the problems that can occur when too much power is placed in the hands of one person or group."

I CAN I can explain what idiom means in context.

Grade 4 • 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 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: Power cannot be held in real hands. The idiom means one person or group controls it.

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 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 metaphor, and sound devices 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 4 • 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 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 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 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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use idiom instead of plain language?

"It became a symbol of fairness and the belief that no one should be above the law."

Why did the author choose these words?

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

Grade 4 • 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 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 a familiar idiom to state the big idea of the Magna Carta in a few strong words.

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 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: They wanted to avoid the problems that can occur when too much power is placed in the hands of one person or group.

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 idiom is in the words above the law. Above the law does not mean higher up. It means not having to follow the rules.

CHOOSE

C. Idiom. The words above the law show idiom. An idiom is a phrase that means something different from the literal meaning of its words.

SHOW

Power cannot be held in real hands. The idiom means one person or group controls it.

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 a familiar idiom to state the big idea of the Magna Carta in a few strong words.

YOUR TURN

Answers vary. One example: They wanted to avoid the problems that can occur when too much power is placed in the hands of one person or group.

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 above the law. Above the law does not mean higher up. It means not having to follow the rules.; CHOOSE: C. Idiom. The words above the law show idiom. An idiom is a phrase that means something different from the literal meaning of its words.; SHOW: Power cannot be held in real hands. The idiom means one person or group controls it.; 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 a familiar idiom to state the big idea of the Magna Carta in a few strong words.; Your Turn: Answers vary. One example: They wanted to avoid the problems that can occur when too much power is placed in the hands of one person or group.

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.

It became a symbol of fairness and the belief that no one should be above the law.

What does the phrase "above the law" mean in this sentence?

- A** not having to follow the rules that others follow
- B** standing higher than the building where laws are made
- C** knowing more about the law than other people do
- D** writing new laws for the people of the kingdom

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Grade 4 · 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 phrase "above the law" 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 A.

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 A.

- A not having to follow the rules that others follow**
Correct. The idiom means someone acts as if the rules do not apply to them.
- B standing higher than the building where laws are made**
The idiom is not about a real place or height.
- C knowing more about the law than other people do**
The phrase is about following rules, not knowing them.
- D writing new laws for the people of the kingdom**
The phrase does not mean writing laws.

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 not having to follow the rules that others follow: Correct. The idiom means someone acts as if the rules do not apply to them.; B standing higher than the building where laws are made: The idiom is not about a real place or height.; C knowing more about the law than other people do: The phrase is about following rules, not knowing them.; D writing new laws for the people of the kingdom: The phrase does not mean writing laws.

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 metaphor, and sound devices 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 Promise Written Long Ago”

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 1 Module Module 2 • a class or student copy of “A Promise Written Long Ago” • 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 : “Most people lived in small villages and worked on farms.” (*Literal*)

Sentence : “There were no cars, trains, or airplanes.” (*Literal*)

Sentence : “News spread slowly because messages had to be carried by travelers on horseback or by foot.” (*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 metaphor, and sound devices achieves specific purposes"

Notice the language.

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

"Most people lived in small villages and worked on farms."

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

Grade 4 • 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 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: most people lived in villages and farmed.

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 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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"Most people lived in small villages and worked on farms."

A. Literal B. Simile C. Personification

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

Grade 4 • 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. 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: most people lived in villages and farmed.

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 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 metaphor, and sound devices achieves specific purposes"

Show what it means.

What exact information does this sentence give the reader?

"There were no cars, trains, or airplanes."

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

Grade 4 • 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 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 literal sentence tells a plain fact about travel in the 1200s.

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 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 metaphor, and sound devices 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 4 • 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 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 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 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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why does the author use plain, literal words here?

"News spread slowly because messages had to be carried by travelers on horseback or by foot."

Why did the author choose these words?

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

Grade 4 • 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 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 give clear, exact facts about life in England long ago.

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 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: There were no cars, trains, or airplanes.

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

Literal. This sentence means exactly what it says: most people lived in villages and farmed.

CHOOSE

A. Literal. This sentence means exactly what it says: most people lived in villages and farmed.

SHOW

This literal sentence tells a plain fact about travel in the 1200s.

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 give clear, exact facts about life in England long ago.

YOUR TURN

Answers vary. One example: There were no cars, trains, or airplanes.

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: most people lived in villages and farmed.; CHOOSE: A. Literal. This sentence means exactly what it says: most people lived in villages and farmed.; SHOW: This literal sentence tells a plain fact about travel in the 1200s.; 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 give clear, exact facts about life in England long ago.; Your Turn: Answers vary. One example: There were no cars, trains, or airplanes.

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.

Most people lived in small villages and worked on farms.

Is this sentence literal or figurative?

- A** figurative, because villages are compared to small farms
- B** literal, because people really did live in villages and farm
- C** figurative, because the farms are given human actions
- D** literal, because the sentence uses the word like to compare

The Writing Academy®, LLC

Grade 4 · Cluster 1 · 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: 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 B.

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 B.

- A** **figurative, because villages are compared to small farms**
Nothing is compared. The sentence states a plain fact.
- B** **literal, because people really did live in villages and farm**
Correct. The words mean exactly what they say.
- C** **figurative, because the farms are given human actions**
The people worked on farms; the farms do not act like people.
- D** **literal, because the sentence uses the word like to compare**
The sentence has no like, and nothing is compared.

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 villages are compared to small farms: Nothing is compared. The sentence states a plain fact.; B literal, because people really did live in villages and farm: Correct. The words mean exactly what they say.; C figurative, because the farms are given human actions: The people worked on farms; the farms do not act like people.; D literal, because the sentence uses the word like to compare: The sentence has no like, and nothing is compared.

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 metaphor, and sound devices 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 “Morning in the Village”

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 1 Module Module 3 • a class or student copy of “Morning in the Village” • 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 : “Her grandfather often said that people should take care of the land because the land took care of them.”
(Personification)

Sentence : “As the morning continued, the sun climbed higher into the sky.” (Personification)

Sentence : “Her grandfather often said that people should take care of the land because the land took care of them.”
(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 metaphor, and sound devices achieves specific purposes"

Notice the personification.

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

"Her grandfather often said that people should take care of the land because the land took care of them."

I CAN I can notice personification in our reading.

Grade 4 • 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 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 the land took care of them. Land cannot care for people like a person. The author gives the land a human action to show how it gives food and life.

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 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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"Her grandfather often said that people should take care of the land because the land took care of them."

A. Simile B. Personification C. Onomatopoeia

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

Grade 4 • 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: B. Personification. The words the land took care of them show personification. Personification gives human actions or feelings to something that is not human.

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 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 metaphor, and sound devices achieves specific purposes"

Show what it means.

What does this personification help the reader understand?

"As the morning continued, the sun climbed higher into the sky."

I CAN I can explain what personification means in context.

Grade 4 • 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 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 sun cannot climb. The author gives it a human action to show it rising in the sky.

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 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 metaphor, and sound devices 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 4 • 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 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 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 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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use personification instead of plain language?

"Her grandfather often said that people should take care of the land because the land took care of them."

Why did the author choose these words?

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

Grade 4 • 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 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 gives the land a human action so the reader feels the Caddo respected the land like a family member.

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 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: As the morning continued, the sun climbed higher into the sky.

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 personification is in the words the land took care of them. Land cannot care for people like a person. The author gives the land a human action to show how it gives food and life.

CHOOSE

B. Personification. The words the land took care of them show personification. Personification gives human actions or feelings to something that is not human.

SHOW

The sun cannot climb. The author gives it a human action to show it rising in the sky.

OWN

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

DEFEND

The author gives the land a human action so the reader feels the Caddo respected the land like a family member.

YOUR TURN

Answers vary. One example: As the morning continued, the sun climbed higher into the sky.

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 the land took care of them. Land cannot care for people like a person. The author gives the land a human action to show how it gives food and life.; CHOOSE: B. Personification. The words the land took care of them show personification. Personification gives human actions or feelings to something that is not human.; SHOW: The sun cannot climb. The author gives it a human action to show it rising in the sky.; OWN: Answers vary. A correct answer uses personification clearly. Personification gives human actions or feelings to something that is not human.; DEFEND: The author gives the land a human action so the reader feels the Caddo respected the land like a family member.; Your Turn: Answers vary. One example: As the morning continued, the sun climbed higher into the sky.

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.

Her grandfather often said that people should take care of the land because the land took care of them.

Why does the author say that "the land took care of them"?

- A to show the grandfather owned a large piece of land
- B to show the people worked on the land every morning
- C to show the land gave the people what they needed to live
- D to show the land was hard and difficult to farm

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 "the land took care of them"?

"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 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 C.

- A** to show the grandfather owned a large piece of land
The sentence is not about owning land.
- B** to show the people worked on the land every morning
Working is true, but the phrase gives the land a human action.
- C** to show the land gave the people what they needed to live
Correct. Land cannot care for people, but it gave food and water.
- D** to show the land was hard and difficult to farm
The phrase shows the land helped people, not that it was hard.

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 show the grandfather owned a large piece of land: The sentence is not about owning land.; B to show the people worked on the land every morning: Working is true, but the phrase gives the land a human action.; C to show the land gave the people what they needed to live: Correct. Land cannot care for people, but it gave food and water.; D to show the land was hard and difficult to farm: The phrase shows the land helped people, not that it was hard.

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 metaphor, and sound devices 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 “Morning in the Village”

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 4 • a class or student copy of “Morning in the Village” • 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 : “Smoke drifted from cooking fires, and the smell of food filled the air.” (*Imagery*)

Sentence : “Birds called from the trees, and the river moved quietly nearby.” (*Imagery*)

Sentence : “The glow of evening fires spread across the village.” (*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 metaphor, and sound devices achieves specific purposes"

Notice the imagery.

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

"Smoke drifted from cooking fires, and the smell of food filled the air."

I CAN I can notice imagery in our reading.

Grade 4 • 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 Smoke drifted, the smell of food filled the air. The reader can see smoke and smell food cooking in the village.

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 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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"Smoke drifted from cooking fires, and the smell of food filled the air."

A. Metaphor B. Hyperbole C. Imagery

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

Grade 4 • 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 Smoke drifted, the smell of food filled the air 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 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 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 metaphor, and sound devices achieves specific purposes"

Show what it means.

What does this imagery help the reader understand?

"Birds called from the trees, and the river moved quietly nearby."

I CAN I can explain what imagery means in context.

Grade 4 • 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 hear birds and the quiet river.

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 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 metaphor, and sound devices 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 4 • 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 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 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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use imagery instead of plain language?

"The glow of evening fires spread across the village."

Why did the author choose these words?

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

Grade 4 • 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 sight, sound, and smell so the reader feels the calm, busy life of the Caddo village.

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 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: Birds called from the trees, and the river moved quietly nearby.

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 imagery is in the words Smoke drifted, the smell of food filled the air. The reader can see smoke and smell food cooking in the village.

CHOOSE

C. Imagery. The words Smoke drifted, the smell of food filled the air 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 birds and the quiet river.

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, sound, and smell so the reader feels the calm, busy life of the Caddo village.

YOUR TURN

Answers vary. One example: Birds called from the trees, and the river moved quietly nearby.

**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 Smoke drifted, the smell of food filled the air. The reader can see smoke and smell food cooking in the village.; CHOOSE: C. Imagery. The words Smoke drifted, the smell of food filled the air 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 birds and the quiet river.; 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, sound, and smell so the reader feels the calm, busy life of the Caddo village.; Your Turn: Answers vary. One example: Birds called from the trees, and the river moved quietly nearby.

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.

Smoke drifted from cooking fires, and the smell of food filled the air. Birds called from the trees, and the river moved quietly nearby.

Which senses does the imagery in this excerpt help the reader use?

- A taste and touch only, like eating food and feeling fire
- B hearing only, like the sound of people talking loudly
- C sight only, like the look of the trees and the river
- D sight, smell, and hearing, like smoke, food, and birds

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 senses does the imagery in this excerpt 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 D.

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 D.

- A** **taste and touch only, like eating food and feeling fire**
No taste or touch words are used.
- B** **hearing only, like the sound of people talking loudly**
The excerpt also uses sight and smell.
- C** **sight only, like the look of the trees and the river**
The excerpt also includes smell and sound words.
- D** **sight, smell, and hearing, like smoke, food, and birds**
Correct. Smoke is seen, food is smelled, and birds are heard.

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 taste and touch only, like eating food and feeling fire: No taste or touch words are used.; B hearing only, like the sound of people talking loudly: The excerpt also uses sight and smell.; C sight only, like the look of the trees and the river: The excerpt also includes smell and sound words.; D sight, smell, and hearing, like smoke, food, and birds: Correct. Smoke is seen, food is smelled, and birds are heard.

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 metaphor, and sound devices 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 Energy We Use Everyday”

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 2 Module Module 1 • a class or student copy of “The Energy We Use Everyday” • 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 : “Solar panels collect energy from sunlight and turn it into electricity.” (*Literal*)

Sentence : “Water flowing through dams can also be used to produce electricity.” (*Literal*)

Sentence : “Coal has been used for many years to generate electricity.” (*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 metaphor, and sound devices achieves specific purposes"

Notice the language.

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

"Solar panels collect energy from sunlight and turn it into electricity."

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

Grade 4 • 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 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. Solar panels really do collect sunlight and make electricity.

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 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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"Solar panels collect energy from sunlight and turn it into electricity."

A. Literal B. Simile C. Personification

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

Grade 4 • 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. 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. Solar panels really do collect sunlight and make electricity.

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 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 metaphor, and sound devices achieves specific purposes"

Show what it means.

What exact information does this sentence give the reader?

"Water flowing through dams can also be used to produce electricity."

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

Grade 4 • 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 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 literal sentence tells exactly how dams make electricity.

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 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 metaphor, and sound devices 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 4 • 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 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 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 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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why does the author use plain, literal words here?

"Coal has been used for many years to generate electricity."

Why did the author choose these words?

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

Grade 4 · 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 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 because science readers need exact, accurate facts.

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 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: Water flowing through dams can also be used to produce electricity.

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

Literal. This is literal. Solar panels really do collect sunlight and make electricity.

CHOOSE

A. Literal. This is literal. Solar panels really do collect sunlight and make electricity.

SHOW

This literal sentence tells exactly how dams make electricity.

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 because science readers need exact, accurate facts.

YOUR TURN

Answers vary. One example: Water flowing through dams can also be used to produce electricity.

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. Solar panels really do collect sunlight and make electricity.; CHOOSE: A. Literal. This is literal. Solar panels really do collect sunlight and make electricity.; SHOW: This literal sentence tells exactly how dams make electricity.; 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 because science readers need exact, accurate facts.; Your Turn: Answers vary. One example: Water flowing through dams can also be used to produce electricity.

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.

Solar panels collect energy from sunlight and turn it into electricity.**Is this sentence literal or figurative?**

- A** literal, because solar panels really do turn sunlight into power
- B** figurative, because the panels are given a human action
- C** figurative, because sunlight is compared to electricity
- D** literal, because the sentence exaggerates how panels work

The Writing Academy®, LLC

Grade 4 · 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: *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 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 A.

- A** **literal, because solar panels really do turn sunlight into power**
Correct. The sentence states a real science fact.
- B** **figurative, because the panels are given a human action**
Collecting energy is what solar panels really do.
- C** **figurative, because sunlight is compared to electricity**
Nothing is compared. Sunlight is changed into electricity.
- D** **literal, because the sentence exaggerates how panels work**
Nothing is exaggerated, and exaggeration is figurative.

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 solar panels really do turn sunlight into power: Correct. The sentence states a real science fact.; B figurative, because the panels are given a human action: Collecting energy is what solar panels really do.; C figurative, because sunlight is compared to electricity: Nothing is compared. Sunlight is changed into electricity.; D literal, because the sentence exaggerates how panels work: Nothing is exaggerated, and exaggeration is figurative.

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 metaphor, and sound devices 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 Energy We Use Everyday”

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 2 Module Module 2 • a class or student copy of “The Energy We Use Everyday” • 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 : “Farmers grow plants that can be used for food, fuel, and other products.” (*Literal*)

Sentence : “Natural gas is commonly used for heating homes, cooking food, and producing electricity.” (*Literal*)

Sentence : “Wind turbines use moving air to generate power.” (*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 metaphor, and sound devices achieves specific purposes"

Notice the language.

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

"Farmers grow plants that can be used for food, fuel, and other products."

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

Grade 4 • 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 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 about how farmers use plants.

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 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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"Farmers grow plants that can be used for food, fuel, and other products."

A. Literal B. Simile C. Personification

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

Grade 4 • 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. 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 about how farmers use plants.

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 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 metaphor, and sound devices achieves specific purposes"

Show what it means.

What exact information does this sentence give the reader?

"Natural gas is commonly used for heating homes, cooking food, and producing electricity."

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

Grade 4 • 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 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 literal sentence lists the real uses of natural gas.

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 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 metaphor, and sound devices 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 4 • 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 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 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 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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why does the author use plain, literal words here?

"Wind turbines use moving air to generate power."

Why did the author choose these words?

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

Grade 4 • 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 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 the reader learns exactly how each resource is used.

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 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: Natural gas is commonly used for heating homes, cooking food, and producing electricity.

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

Literal. This sentence means exactly what it says about how farmers use plants.

CHOOSE

A. Literal. This sentence means exactly what it says about how farmers use plants.

SHOW

This literal sentence lists the real uses of natural gas.

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 the reader learns exactly how each resource is used.

YOUR TURN

Answers vary. One example: Natural gas is commonly used for heating homes, cooking food, and producing electricity.

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 about how farmers use plants.; CHOOSE: A. Literal. This sentence means exactly what it says about how farmers use plants.; SHOW: This literal sentence lists the real uses of natural gas.; 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 the reader learns exactly how each resource is used.; Your Turn: Answers vary. One example: Natural gas is commonly used for heating homes, cooking food, and producing electricity.

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.

Wind turbines use moving air to generate power.**Why is this sentence literal instead of figurative?**

- A** It compares turbines to people who work hard.
- B** It tells exactly how turbines really make power.
- C** It gives the moving air a human feeling.
- D** It exaggerates how strong the wind can blow.

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 is this sentence literal instead of 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 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 B.

A It compares turbines to people who work hard.
Nothing is compared to people in this sentence.

B It tells exactly how turbines really make power.
Correct. The words state a real fact with no comparison.

C It gives the moving air a human feeling.
The air has no feelings in this sentence.

D It exaggerates how strong the wind can blow.
Nothing is exaggerated. The fact is stated plainly.

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 It compares turbines to people who work hard.: Nothing is compared to people in this sentence.; B It tells exactly how turbines really make power.: Correct. The words state a real fact with no comparison.; C It gives the moving air a human feeling.: The air has no feelings in this sentence.; D It exaggerates how strong the wind can blow.: Nothing is exaggerated. The fact is stated plainly.

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 metaphor, and sound devices 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 “Columbus’s Arrival”

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 3 • a class or student copy of “Columbus’s Arrival” • 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 : “Some people focus on Columbus’s role in opening the door to exploration, trade, and cultural exchange.” (*Metaphor*)

Sentence : “Some people focus on Columbus’s role in opening the door to exploration, trade, and cultural exchange.” (*Metaphor*)

Sentence : “Some people focus on Columbus’s role in opening the door to exploration, trade, and cultural exchange.” (*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 metaphor, and sound devices achieves specific purposes"

Notice the metaphor.

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

"Some people focus on Columbus's role in opening the door to exploration, trade, and cultural exchange."

I CAN I can notice metaphor in our reading.

Grade 4 • 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 opening the door to exploration. There is no real door. The metaphor means Columbus made new exploration possible.

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 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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"Some people focus on Columbus's role in opening the door to exploration, trade, and cultural exchange."

A. Hyperbole B. Simile C. Metaphor

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

Grade 4 • 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: C. Metaphor. The words opening the door to exploration show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

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 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 metaphor, and sound devices achieves specific purposes"

Show what it means.

What does this metaphor help the reader understand?

"Some people focus on Columbus's role in opening the door to exploration, trade, and cultural exchange."

I CAN I can explain what metaphor means in context.

Grade 4 • 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: There is no real door. The metaphor means Columbus made new exploration possible.

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 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 metaphor, and sound devices 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 4 • 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 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 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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use metaphor instead of plain language?

"Some people focus on Columbus's role in opening the door to exploration, trade, and cultural exchange."

Why did the author choose these words?

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

Grade 4 • 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 door metaphor to show that Columbus's voyage made the way for many later changes.

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 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: Some people focus on Columbus's role in opening the door to exploration, trade, and cultural exchange.

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 metaphor is in the words opening the door to exploration. There is no real door. The metaphor means Columbus made new exploration possible.

CHOOSE

C. Metaphor. The words opening the door to exploration show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

SHOW

There is no real door. The metaphor means Columbus made new exploration possible.

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 door metaphor to show that Columbus's voyage made the way for many later changes.

YOUR TURN

Answers vary. One example: Some people focus on Columbus's role in opening the door to exploration, trade, and cultural exchange.

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 opening the door to exploration. There is no real door. The metaphor means Columbus made new exploration possible.; CHOOSE: C. Metaphor. The words opening the door to exploration show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'; SHOW: There is no real door. The metaphor means Columbus made new exploration possible.; 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 door metaphor to show that Columbus's voyage made the way for many later changes.; Your Turn: Answers vary. One example: Some people focus on Columbus's role in opening the door to exploration, trade, and cultural exchange.

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.

Some people focus on Columbus's role in opening the door to exploration, trade, and cultural exchange.

What does the author mean by "opening the door to exploration"?

- A building new doors on ships for sailors to use
- B closing off the ocean so others could not explore
- C making it possible for more exploration to happen
- D unlocking a real door in a church in Spain

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Grade 4 · Cluster 2 · 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: What does the author mean by "opening the door to exploration"?

"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 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 C.

- A building new doors on ships for sailors to use**
No real doors are built. The door is a comparison.
- B closing off the ocean so others could not explore**
Opening a door means making something possible, not stopping it.
- C making it possible for more exploration to happen**
Correct. The door stands for a chance or a way in.
- D unlocking a real door in a church in Spain**
There is no real door in the 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 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 building new doors on ships for sailors to use: No real doors are built. The door is a comparison.; B closing off the ocean so others could not explore: Opening a door means making something possible, not stopping it.; C making it possible for more exploration to happen: Correct. The door stands for a chance or a way in.; D unlocking a real door in a church in Spain: There is no real door in the 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 metaphor, and sound devices 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 “Columbus’s Arrival”

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 4 • a class or student copy of “Columbus’s Arrival” • 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 : “Food often became stale, and fresh water had to be carefully rationed.” (*Imagery*)

Sentence : “Storms and rough seas could make traveling even more difficult.” (*Imagery*)

Sentence : “Food often became stale, and fresh water had to be carefully rationed.” (*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 metaphor, and sound devices achieves specific purposes"

Notice the imagery.

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

"Food often became stale, and fresh water had to be carefully rationed."

I CAN I can notice imagery in our reading.

Grade 4 • 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 Food often became stale. The reader can almost taste the old, dry food the sailors ate.

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 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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"Food often became stale, and fresh water had to be carefully rationed."

A. Imagery B. Idiom C. Metaphor

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

Grade 4 • 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 Food often became stale 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 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 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 metaphor, and sound devices achieves specific purposes"

Show what it means.

What does this imagery help the reader understand?

"Storms and rough seas could make traveling even more difficult."

I CAN I can explain what imagery means in context.

Grade 4 • 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 picture and feel the ships tossing on rough water.

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 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 metaphor, and sound devices 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 4 • 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 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 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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use imagery instead of plain language?

"Food often became stale, and fresh water had to be carefully rationed."

Why did the author choose these words?

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

Grade 4 • 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 taste and touch details so the reader understands how hard life on the ships was.

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 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: Storms and rough seas could make traveling even more difficult.

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 imagery is in the words Food often became stale. The reader can almost taste the old, dry food the sailors ate.

CHOOSE

A. Imagery. The words Food often became stale 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 and feel the ships tossing on rough 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 uses taste and touch details so the reader understands how hard life on the ships was.

YOUR TURN

Answers vary. One example: Storms and rough seas could make traveling even more difficult.

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 Food often became stale. The reader can almost taste the old, dry food the sailors ate.; CHOOSE: A. Imagery. The words Food often became stale 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 and feel the ships tossing on rough 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 uses taste and touch details so the reader understands how hard life on the ships was.; Your Turn: Answers vary. One example: Storms and rough seas could make traveling even more difficult.

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.

Food often became stale, and fresh water had to be carefully rationed. Storms and rough seas could make traveling even more difficult.

Which words help the reader imagine how the voyage felt?

- A "fresh water" and "carefully" because they show a careful crew
- B "traveling" and "difficult" because they tell about the trip
- C "often" and "even more" because they tell how often it happened
- D "stale" and "rough seas" because they appeal to taste and touch

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 imagine how the voyage felt?

"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 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 D.

- A** "fresh water" and "carefully" because they show a careful crew
Careful sharing is not a sense detail.
- B** "traveling" and "difficult" because they tell about the trip
These words tell, but they do not appeal to the senses.
- C** "often" and "even more" because they tell how often it happened
These words tell how often, not what the reader senses.
- D** "stale" and "rough seas" because they appeal to taste and touch
Correct. Stale food and rough seas are details the reader can sense.

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 "fresh water" and "carefully" because they show a careful crew: Careful sharing is not a sense detail.; B "traveling" and "difficult" because they tell about the trip: These words tell, but they do not appeal to the senses.; C "often" and "even more" because they tell how often it happened: These words tell how often, not what the reader senses.; D "stale" and "rough seas" because they appeal to taste and touch: Correct. Stale food and rough seas are details the reader can sense.

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 metaphor, and sound devices 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 Lone Star Choice”

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 3 Module Module 1 • a class or student copy of “A Lone Star Choice” • 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 : “Now standing alone, unsure where to go.”
(Personification)

Sentence : “Texas stood beneath wide skies,”
(Personification)

Sentence : “Now standing alone, unsure where to go.”
(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 metaphor, and sound devices achieves specific purposes"

Notice the personification.

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

"Now standing alone, unsure where to go."

I CAN I can notice personification in our reading.

Grade 4 • 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 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 standing alone, unsure where to go. Texas is a land, not a person, but the poem makes it feel unsure, like a person.

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 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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"Now standing alone, unsure where to go."

A. Alliteration B. Personification C. Imagery

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

Grade 4 • 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 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 standing alone, unsure where to go show personification. Personification gives human actions or feelings to something that is not human.

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 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 metaphor, and sound devices achieves specific purposes"

Show what it means.

What does this personification help the reader understand?

"Texas stood beneath wide skies,"

I CAN I can explain what personification means in context.

Grade 4 • 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 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 poem shows Texas standing like a person under the sky.

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 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 metaphor, and sound devices 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 4 • 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 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 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 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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use personification instead of plain language?

"Now standing alone, unsure where to go."

Why did the author choose these words?

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

Grade 4 • 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 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 poet gives Texas a human feeling so the reader understands how uncertain its future was.

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 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: Texas stood beneath wide skies,

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 personification is in the words standing alone, unsure where to go. Texas is a land, not a person, but the poem makes it feel unsure, like a person.

CHOOSE

B. Personification. The words standing alone, unsure where to go show personification. Personification gives human actions or feelings to something that is not human.

SHOW

The poem shows Texas standing like a person under the sky.

OWN

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

DEFEND

The poet gives Texas a human feeling so the reader understands how uncertain its future was.

YOUR TURN

Answers vary. One example: Texas stood beneath wide skies,

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 standing alone, unsure where to go. Texas is a land, not a person, but the poem makes it feel unsure, like a person.; CHOOSE: B. Personification. The words standing alone, unsure where to go show personification. Personification gives human actions or feelings to something that is not human.; SHOW: The poem shows Texas standing like a person under the sky.; OWN: Answers vary. A correct answer uses personification clearly. Personification gives human actions or feelings to something that is not human.; DEFEND: The poet gives Texas a human feeling so the reader understands how uncertain its future was.; Your Turn: Answers vary. One example: Texas stood beneath wide skies,

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.

Now standing alone, unsure where to go.**This line describes Texas. Why does the poet say Texas was "unsure where to go"?**

- A** to show Texas faced a hard choice about its future
- B** to show Texas was lost and could not find a map
- C** to show the people of Texas liked to travel alone
- D** to show Texas was far away from other countries

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Grade 4 · 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: *This line describes Texas. Why does the poet say Texas was "unsure where to go"?*

"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 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 A.

- A to show Texas faced a hard choice about its future**
Correct. A land cannot feel unsure, so the poet gives Texas a human feeling.
- B to show Texas was lost and could not find a map**
Texas was not really lost. The words show a human feeling.
- C to show the people of Texas liked to travel alone**
The line is about Texas deciding its future, not about travel.
- D to show Texas was far away from other countries**
The line is about a choice, not a distance.

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 Texas faced a hard choice about its future: Correct. A land cannot feel unsure, so the poet gives Texas a human feeling.; B to show Texas was lost and could not find a map: Texas was not really lost. The words show a human feeling.; C to show the people of Texas liked to travel alone: The line is about Texas deciding its future, not about travel.; D to show Texas was far away from other countries: The line is about a choice, not a distance.

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 metaphor, and sound devices 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

Alliteration

from “A Lone Star Choice”

Alliteration repeats the same beginning consonant sound in words that are close together.

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 alliteration.”

▶ 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 “A Lone Star Choice” • 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 : “Would laws and leaders stay the same?”
(Alliteration)

Sentence : “Its story still helps people see” (Alliteration)

Sentence : “Readers wondered what would be”
(Alliteration)

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 alliteration in the reading."

EXACT TEKS WORDING

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

Notice the alliteration.

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

"Would laws and leaders stay the same?"

I CAN I can notice alliteration in our reading.

Grade 4 • 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 alliteration in the reading."

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

"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 alliteration is in the words laws and leaders. The l sound repeats at the start of laws and leaders.

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 count small words like the or and. Alliteration uses the first sound of important words.

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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"Would laws and leaders stay the same?"

A. Simile B. Imagery C. Alliteration

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

Grade 4 • 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. Alliteration. The words laws and leaders show alliteration. Alliteration repeats the same beginning consonant sound in words that are close together.

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 count small words like the or and. Alliteration uses the first sound of important words.

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 alliteration means."

EXACT TEKS WORDING

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

Show what it means.

What does this alliteration help the reader understand?

"Its story still helps people see"

I CAN I can explain what alliteration means in context.

Grade 4 • 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 alliteration means."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What does this alliteration 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 s sound repeats at the start of story and still.

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 count small words like the or and.
Alliteration uses the first sound of important words.

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 alliteration."

EXACT TEKS WORDING

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

Own it. Write your own.

Write your own sentence using alliteration.

Write your own sentence using alliteration.

I CAN I can write my own sentence using alliteration.

Grade 4 • 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 alliteration."

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

"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 alliteration clearly. Alliteration repeats the same beginning consonant sound in words that are close together.

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 count small words like the or and.
Alliteration uses the first sound of important words.

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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use alliteration instead of plain language?

"Readers wondered what would be"

Why did the author choose these words?

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

Grade 4 • 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 alliteration 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 poet repeats beginning sounds to make the lines musical and to point the reader to key words.

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 count small words like the or and. Alliteration uses the first sound of important words.

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 alliteration on your own.

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

Go back to the reading.

Find one more example of alliteration.

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

I CAN I can find and explain alliteration 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 alliteration. 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: Its story still helps people see

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 alliteration is in the words laws and leaders. The l sound repeats at the start of laws and leaders.

CHOOSE

C. Alliteration. The words laws and leaders show alliteration. Alliteration repeats the same beginning consonant sound in words that are close together.

SHOW

The s sound repeats at the start of story and still.

OWN

Answers vary. A correct answer uses alliteration clearly. Alliteration repeats the same beginning consonant sound in words that are close together.

DEFEND

The poet repeats beginning sounds to make the lines musical and to point the reader to key words.

YOUR TURN

Answers vary. One example: Its story still helps people see

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 alliteration is in the words laws and leaders. The l sound repeats at the start of laws and leaders.; CHOOSE: C. Alliteration. The words laws and leaders show alliteration. Alliteration repeats the same beginning consonant sound in words that are close together.; SHOW: The s sound repeats at the start of story and still.; OWN: Answers vary. A correct answer uses alliteration clearly. Alliteration repeats the same beginning consonant sound in words that are close together.; DEFEND: The poet repeats beginning sounds to make the lines musical and to point the reader to key words.; Your Turn: Answers vary. One example: Its story still helps people see

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.

Would laws and leaders stay the same?**Which words in this line show alliteration?**

- A** "the same" because the words rhyme with a word in the next line
- B** "laws and leaders" because both words begin with the l sound
- C** "Would" and "same" because they are the first and last words
- D** "leaders stay" because both words are about Texas government

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 in this line show alliteration?

"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 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 B.

- A** "the same" because the words rhyme with a word in the next line
No rhyme with the next line is shown here, and rhyme is not alliteration.
- B** "laws and leaders" because both words begin with the l sound
Correct. The l sound repeats at the start of two words close together.
- C** "Would" and "same" because they are the first and last words
These words do not begin with the same sound.
- D** "leaders stay" because both words are about Texas government
Leaders and stay begin with different sounds.

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 "the same" because the words rhyme with a word in the next line: No rhyme with the next line is shown here, and rhyme is not alliteration.; B "laws and leaders" because both words begin with the l sound: Correct. The l sound repeats at the start of two words close together.; C "Would" and "same" because they are the first and last words: These words do not begin with the same sound.; D "leaders stay" because both words are about Texas government: Leaders and stay begin with different sounds.

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 metaphor, and sound devices 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 “Making it Happen”

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 “Making it Happen” • 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 : “Success rarely happens overnight.” (*Idiom*)

Sentence : “Most successful businesses have people supporting them behind the scenes.” (*Idiom*)

Sentence : “Success rarely happens overnight.” (*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 metaphor, and sound devices achieves specific purposes"

Notice the idiom.

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

"Success rarely happens overnight."

I CAN I can notice idiom in our reading.

Grade 4 • 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 happens overnight. Overnight here does not mean in one night. The idiom means very quickly.

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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"Success rarely happens overnight."

A. Idiom B. Metaphor C. Onomatopoeia

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

Grade 4 • 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 happens overnight 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 metaphor, and sound devices achieves specific purposes"

Show what it means.

What does this idiom help the reader understand?

"Most successful businesses have people supporting them behind the scenes."

I CAN I can explain what idiom means in context.

Grade 4 • 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: There is no stage. The idiom means helping where others do not see.

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 metaphor, and sound devices 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 4 • 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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use idiom instead of plain language?

"Success rarely happens overnight."

Why did the author choose these words?

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

Grade 4 • 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 because they sound like real people talking and make the lesson easy to remember.

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: Most successful businesses have people supporting them behind the scenes.

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 happens overnight. Overnight here does not mean in one night. The idiom means very quickly.

CHOOSE

A. Idiom. The words happens overnight show idiom. An idiom is a phrase that means something different from the literal meaning of its words.

SHOW

There is no stage. The idiom means helping where others do not see.

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 because they sound like real people talking and make the lesson easy to remember.

YOUR TURN

Answers vary. One example: Most successful businesses have people supporting them behind the scenes.

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 happens overnight. Overnight here does not mean in one night. The idiom means very quickly.; CHOOSE: A. Idiom. The words happens overnight show idiom. An idiom is a phrase that means something different from the literal meaning of its words.; SHOW: There is no stage. The idiom means helping where others do not see.; 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 because they sound like real people talking and make the lesson easy to remember.; Your Turn: Answers vary. One example: Most successful businesses have people supporting them behind the scenes.

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.

Success rarely happens overnight.**What does Mr. Patel mean when he says success "rarely happens overnight"?**

- A** Stores are usually closed during the night.
- B** Business owners work only at night.
- C** Success usually takes a long time and hard work.
- D** Success always comes after one day.

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: What does Mr. Patel mean when he says success "rarely happens overnight"?***"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 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 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 C.

- A Stores are usually closed during the night.**
The idiom is not about store hours.
- B Business owners work only at night.**
The idiom is not about a real night.
- C Success usually takes a long time and hard work.**
Correct. The idiom means success does not come quickly.
- D Success always comes after one day.**
The idiom means the opposite: success is slow.

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 Stores are usually closed during the night.: The idiom is not about store hours.; B Business owners work only at night.: The idiom is not about a real night.; C Success usually takes a long time and hard work.: Correct. The idiom means success does not come quickly.; D Success always comes after one day.: The idiom means the opposite: success is slow.

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 metaphor, and sound devices 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 “Making it Happen”

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 “Making it Happen” • 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 : “So I got a loan from a bank.” (*Literal*)

Sentence : “My cousin sells handmade bracelets.” (*Literal*)

Sentence : “I bought shelves, products, and supplies.” (*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 metaphor, and sound devices achieves specific purposes"

Notice the language.

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

"So I got a loan from a bank."

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

Grade 4 • 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 means exactly what it says: Mr. Patel borrowed money from a bank.

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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"So I got a loan from a bank."

A. Literal B. Simile C. Personification

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

Grade 4 • 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 means exactly what it says: Mr. Patel borrowed money from a bank.

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 metaphor, and sound devices achieves specific purposes"

Show what it means.

What exact information does this sentence give the reader?

"My cousin sells handmade bracelets."

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

Grade 4 • 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 literal sentence tells a real fact about the cousin.

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 metaphor, and sound devices 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 4 • 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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why does the author use plain, literal words here?

"I bought shelves, products, and supplies."

Why did the author choose these words?

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

Grade 4 • 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 words so the reader clearly understands the real steps of starting a business.

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: My cousin sells handmade bracelets.

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 means exactly what it says: Mr. Patel borrowed money from a bank.

CHOOSE

A. Literal. This means exactly what it says: Mr. Patel borrowed money from a bank.

SHOW

This literal sentence tells a real fact about the cousin.

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 clearly understands the real steps of starting a business.

YOUR TURN

Answers vary. One example: My cousin sells handmade bracelets.

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: Mr. Patel borrowed money from a bank.; CHOOSE: A. Literal. This means exactly what it says: Mr. Patel borrowed money from a bank.; SHOW: This literal sentence tells a real fact about the cousin.; 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 clearly understands the real steps of starting a business.; Your Turn: Answers vary. One example: My cousin sells handmade bracelets.

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.

So I got a loan from a bank.**Is this sentence literal or figurative?**

- A** figurative, because the bank is given human feelings
- B** figurative, because a loan is compared to a gift
- C** literal, because it exaggerates how much money he got
- D** literal, because Mr. Patel really borrowed money from a bank

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Grade 4 · 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 D.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 D.

- A** **figurative, because the bank is given human feelings**
The bank has no feelings in this sentence.
- B** **figurative, because a loan is compared to a gift**
Nothing is compared in this sentence.
- C** **literal, because it exaggerates how much money he got**
Nothing is exaggerated in the sentence.
- D** **literal, because Mr. Patel really borrowed money from a bank**
Correct. The words mean exactly what they say.

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 figurative, because the bank is given human feelings: The bank has no feelings in this sentence.; B figurative, because a loan is compared to a gift: Nothing is compared in this sentence.; C literal, because it exaggerates how much money he got: Nothing is exaggerated in the sentence.; D literal, because Mr. Patel really borrowed money from a bank: Correct. The words mean exactly what they say.

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 metaphor, and sound devices 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 Wealth of Mansa Musa”

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 4 Module Module 1 • a class or student copy of “The Wealth of Mansa Musa” • 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 : “Merchants filled the marketplaces with colorful goods from many different places.” (*Imagery*)

Sentence : “The sounds of conversations, animals, and trading filled the air throughout the day.” (*Imagery*)

Sentence : “Merchants filled the marketplaces with colorful goods from many different places.” (*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 metaphor, and sound devices achieves specific purposes"

Notice the imagery.

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

"Merchants filled the marketplaces with colorful goods from many different places."

I CAN I can notice imagery in our reading.

Grade 4 • 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 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 colorful goods. The reader can see bright, colorful items in the busy market.

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 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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"Merchants filled the marketplaces with colorful goods from many different places."

A. Onomatopoeia B. Alliteration C. Imagery

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

Grade 4 • 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. Imagery. The words colorful goods 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 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 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 metaphor, and sound devices achieves specific purposes"

Show what it means.

What does this imagery help the reader understand?

"The sounds of conversations, animals, and trading filled the air throughout the day."

I CAN I can explain what imagery means in context.

Grade 4 • 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 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 the noise of a busy market.

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 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 metaphor, and sound devices 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 4 • 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 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 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 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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use imagery instead of plain language?

"Merchants filled the marketplaces with colorful goods from many different places."

Why did the author choose these words?

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

Grade 4 • 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 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 and sound so the reader can picture how busy and rich Mali's markets were.

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 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 sounds of conversations, animals, and trading filled the air throughout the day.

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 imagery is in the words colorful goods. The reader can see bright, colorful items in the busy market.

CHOOSE

C. Imagery. The words colorful goods 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 the noise of a busy market.

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 and sound so the reader can picture how busy and rich Mali's markets were.

YOUR TURN

Answers vary. One example: The sounds of conversations, animals, and trading filled the air throughout the day.

**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 colorful goods. The reader can see bright, colorful items in the busy market.; CHOOSE: C. Imagery. The words colorful goods 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 the noise of a busy market.; 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 and sound so the reader can picture how busy and rich Mali's markets were.; Your Turn: Answers vary. One example: The sounds of conversations, animals, and trading filled the air throughout the day.

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 sounds of conversations, animals, and trading filled the air throughout the day.

Which sense does the imagery in this sentence mostly help the reader use?

- A** hearing, because it describes the noise of people and animals
- B** taste, because it describes food sold in the market
- C** touch, because it describes the air in the marketplace
- D** smell, because it describes the animals in the market

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 does the imagery in this sentence 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 A.

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 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 hearing, because it describes the noise of people and animals
Correct. Conversations and animals are sounds the reader can hear.

B taste, because it describes food sold in the market
No food or taste is described.

C touch, because it describes the air in the marketplace
The air is filled with sounds, not a feeling.

D smell, because it describes the animals in the market
The animals are heard, not smelled, 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 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 hearing, because it describes the noise of people and animals: Correct. Conversations and animals are sounds the reader can hear.; B taste, because it describes food sold in the market: No food or taste is described.; C touch, because it describes the air in the marketplace: The air is filled with sounds, not a feeling.; D smell, because it describes the animals in the market: The animals are heard, not smelled, in this sentence.

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 metaphor, and sound devices 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 Wealth of Mansa Musa”

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 2 • a class or student copy of “The Wealth of Mansa Musa” • 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 : “Students worked hard because education opened doors to new opportunities.” (*Idiom*)

Sentence : “Although stories sometimes became larger than life as they spread, they helped introduce many people to the kingdom of Mali.” (*Idiom*)

Sentence : “Students worked hard because education opened doors to new opportunities.” (*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 metaphor, and sound devices achieves specific purposes"

Notice the idiom.

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

"Students worked hard because education opened doors to new opportunities."

I CAN I can notice idiom in our reading.

Grade 4 • 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 opened doors to new opportunities. No real doors opened. The idiom means education gave students new chances.

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 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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"Students worked hard because education opened doors to new opportunities."

A. Idiom B. Onomatopoeia C. Simile

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

Grade 4 • 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 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 opened doors to new opportunities show idiom. An idiom is a phrase that means something different from the literal meaning of its words.

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 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 metaphor, and sound devices achieves specific purposes"

Show what it means.

What does this idiom help the reader understand?

"Although stories sometimes became larger than life as they spread, they helped introduce many people to the kingdom of Mali."

I CAN I can explain what idiom means in context.

Grade 4 • 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 idiom means the stories became more amazing than what really happened.

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 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 metaphor, and sound devices 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 4 • 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 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 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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use idiom instead of plain language?

"Students worked hard because education opened doors to new opportunities."

Why did the author choose these words?

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

Grade 4 • 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 a familiar idiom to show quickly how much education mattered in Timbuktu.

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 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: Although stories sometimes became larger than life as they spread, they helped introduce many people to the kingdom of Mali.

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 idiom is in the words opened doors to new opportunities. No real doors opened. The idiom means education gave students new chances.

CHOOSE

A. Idiom. The words opened doors to new opportunities show idiom. An idiom is a phrase that means something different from the literal meaning of its words.

SHOW

The idiom means the stories became more amazing than what really happened.

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 a familiar idiom to show quickly how much education mattered in Timbuktu.

YOUR TURN

Answers vary. One example: Although stories sometimes became larger than life as they spread, they helped introduce many people to the kingdom of Mali.

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Grade 4 · Cluster 4 · 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 idiom is in the words opened doors to new opportunities. No real doors opened. The idiom means education gave students new chances.; CHOOSE: A. Idiom. The words opened doors to new opportunities show idiom. An idiom is a phrase that means something different from the literal meaning of its words.; SHOW: The idiom means the stories became more amazing than what really happened.; 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 a familiar idiom to show quickly how much education mattered in Timbuktu.; Your Turn: Answers vary. One example: Although stories sometimes became larger than life as they spread, they helped introduce many people to the kingdom of Mali.

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.

Although stories sometimes became larger than life as they spread, they helped introduce many people to the kingdom of Mali.

What does the phrase "larger than life" mean in this sentence?

- A written in very large letters
- B more amazing than what really happened
- C longer than a person's whole life
- D about people who were very tall

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 "larger than life" 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 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 B.

A

written in very large letters

The idiom is not about the size of letters.

B

more amazing than what really happened

Correct. The idiom means the stories grew bigger than the truth.

C

longer than a person's whole life

The idiom is not about time or age.

D

about people who were very tall

The idiom does not describe height.

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 written in very large letters: The idiom is not about the size of letters.; B more amazing than what really happened: Correct. The idiom means the stories grew bigger than the truth.; C longer than a person's whole life: The idiom is not about time or age.; D about people who were very tall: The idiom does not describe height.

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 metaphor, and sound devices 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 “Four Regions, One Big Adventure”

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 4 Module Module 3 • a class or student copy of “Four Regions, One Big Adventure” • 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 : “The air felt dry, and the wind carried dust across the rocky ground.” (*Imagery*)

Sentence : “High mountains rose above wide valleys, and the bright blue sky stretched across the horizon.” (*Imagery*)

Sentence : “It was humid, and Xavier could feel the warm, moist 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 metaphor, and sound devices achieves specific purposes"

Notice the imagery.

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

"The air felt dry, and the wind carried dust across the rocky ground."

I CAN I can notice imagery in our reading.

Grade 4 • 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 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 air felt dry, dust, rocky ground. The reader can feel the dry air and see dust blowing over rocks.

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 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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"The air felt dry, and the wind carried dust across the rocky ground."

A. Idiom B. Imagery C. Metaphor

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

Grade 4 • 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. Imagery. The words air felt dry, dust, rocky ground 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 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 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 metaphor, and sound devices achieves specific purposes"

Show what it means.

What does this imagery help the reader understand?

"High mountains rose above wide valleys, and the bright blue sky stretched across the horizon."

I CAN I can explain what imagery means in context.

Grade 4 • 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 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 see tall mountains under a bright blue sky.

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 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 metaphor, and sound devices 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 4 • 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 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 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 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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use imagery instead of plain language?

"It was humid, and Xavier could feel the warm, moist 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 4 • 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 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 different each Texas region is.

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 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: High mountains rose above wide valleys, and the bright blue sky stretched across the horizon.

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 imagery is in the words air felt dry, dust, rocky ground. The reader can feel the dry air and see dust blowing over rocks.

CHOOSE

B. Imagery. The words air felt dry, dust, rocky ground show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

SHOW

The reader can see tall mountains under a bright blue sky.

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 different each Texas region is.

YOUR TURN

Answers vary. One example: High mountains rose above wide valleys, and the bright blue sky stretched across the horizon.

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 air felt dry, dust, rocky ground. The reader can feel the dry air and see dust blowing over rocks.; CHOOSE: B. Imagery. The words air felt dry, dust, rocky ground show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.; SHOW: The reader can see tall mountains under a bright blue sky.; 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 different each Texas region is.; Your Turn: Answers vary. One example: High mountains rose above wide valleys, and the bright blue sky stretched across the horizon.

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.

The air felt dry, and the wind carried dust across the rocky ground.

Which words help the reader feel what the Mountains and Basins region is like?

- A** "the wind" and "across" because they tell which way it moved
- B** "carried" and "the" because they are the verbs in the sentence
- C** "air felt dry" and "rocky ground" because they can be felt and seen
- D** "felt" and "carried" because they show what Xavier did

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 Mountains and Basins region is 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 C.

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 C.

- A** "the wind" and "across" because they tell which way it moved
These words tell direction, not what the reader senses.
- B** "carried" and "the" because they are the verbs in the sentence
The is not a verb, and these words are not sense details.
- C** "air felt dry" and "rocky ground" because they can be felt and seen
Correct. Dry air is felt and rocky ground is seen.
- D** "felt" and "carried" because they show what Xavier did
Xavier does not carry anything; the sense details are dry and rocky.

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 "the wind" and "across" because they tell which way it moved: These words tell direction, not what the reader senses.; B "carried" and "the" because they are the verbs in the sentence: The is not a verb, and these words are not sense details.; C "air felt dry" and "rocky ground" because they can be felt and seen: Correct. Dry air is felt and rocky ground is seen.; D "felt" and "carried" because they show what Xavier did: Xavier does not carry anything; the sense details are dry and rocky.

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 metaphor, and sound devices 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 “Four Regions, One Big Adventure”

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 4 Module Module 4 • a class or student copy of “Four Regions, One Big Adventure” • 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 : “Cars filled the roads, and tall buildings reached high into the sky.” (*Personification*)

Sentence : “Cars filled the roads, and tall buildings reached high into the sky.” (*Personification*)

Sentence : “Cars filled the roads, and tall buildings reached high into the sky.” (*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 metaphor, and sound devices achieves specific purposes"

Notice the personification.

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

"Cars filled the roads, and tall buildings reached high into the sky."

I CAN I can notice personification in our reading.

Grade 4 • 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 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 tall buildings reached high into the sky. Buildings cannot reach like a person. The author gives them a human action to show how tall they are.

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 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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"Cars filled the roads, and tall buildings reached high into the sky."

A. Alliteration B. Imagery C. Personification

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

Grade 4 • 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 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 tall buildings reached high into the sky show personification. Personification gives human actions or feelings to something that is not human.

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 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 metaphor, and sound devices achieves specific purposes"

Show what it means.

What does this personification help the reader understand?

"Cars filled the roads, and tall buildings reached high into the sky."

I CAN I can explain what personification means in context.

Grade 4 • 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 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: Buildings cannot reach like a person. The author gives them a human action to show how tall they are.

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 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 metaphor, and sound devices 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 4 • 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 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 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 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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use personification instead of plain language?

"Cars filled the roads, and tall buildings reached high into the sky."

Why did the author choose these words?

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

Grade 4 • 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 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 gives the buildings a human action so the reader pictures how tall the city buildings are.

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 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: Cars filled the roads, and tall buildings reached high into the sky.

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

The personification is in the words tall buildings reached high into the sky. Buildings cannot reach like a person. The author gives them a human action to show how tall they are.

CHOOSE

C. Personification. The words tall buildings reached high into the sky show personification. Personification gives human actions or feelings to something that is not human.

SHOW

Buildings cannot reach like a person. The author gives them a human action to show how tall they are.

OWN

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

DEFEND

The author gives the buildings a human action so the reader pictures how tall the city buildings are.

YOUR TURN

Answers vary. One example: Cars filled the roads, and tall buildings reached high into the sky.

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 tall buildings reached high into the sky. Buildings cannot reach like a person. The author gives them a human action to show how tall they are.; CHOOSE: C. Personification. The words tall buildings reached high into the sky show personification. Personification gives human actions or feelings to something that is not human.; SHOW: Buildings cannot reach like a person. The author gives them a human action to show how tall they are.; OWN: Answers vary. A correct answer uses personification clearly. Personification gives human actions or feelings to something that is not human.; DEFEND: The author gives the buildings a human action so the reader pictures how tall the city buildings are.; Your Turn: Answers vary. One example: Cars filled the roads, and tall buildings reached high into the sky.

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.

Cars filled the roads, and tall buildings reached high into the sky.**Which words give a human action to something that is not human?**

- A** "Cars filled" because cars can be driven by people
- B** "high into the sky" because the sky is very far away
- C** "the roads" because roads connect people to places
- D** "buildings reached" because buildings cannot reach like people

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 give a human action to something that is not human?

"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 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 D.

- A "Cars filled" because cars can be driven by people**
Cars can fill roads literally. That is not a human action.
- B "high into the sky" because the sky is very far away**
These words tell where, not a human action.
- C "the roads" because roads connect people to places**
Roads are not doing anything human here.
- D "buildings reached" because buildings cannot reach like people**
Correct. Reaching is a human action given to the buildings.

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 "Cars filled" because cars can be driven by people: Cars can fill roads literally. That is not a human action.; B "high into the sky" because the sky is very far away: These words tell where, not a human action.; C "the roads" because roads connect people to places: Roads are not doing anything human here.; D "buildings reached" because buildings cannot reach like people: Correct. Reaching is a human action given to the buildings.

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 metaphor, and sound devices 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 “Looking Back to Move Forward”

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 “Looking Back to Move Forward” • 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 : “She imagined soft footsteps on stone floors.”
(Imagery)

Sentence : “She imagined soft footsteps on stone floors. She imagined pages turning.” (Imagery)

Sentence : “She imagined soft footsteps on stone floors.”
(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 metaphor, and sound devices achieves specific purposes"

Notice the imagery.

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

"She imagined soft footsteps on stone floors."

I CAN I can notice imagery in our reading.

Grade 4 • 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 soft footsteps on stone floors. The reader can hear quiet steps on hard stone.

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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"She imagined soft footsteps on stone floors."

A. Imagery B. Simile C. Onomatopoeia

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

Grade 4 • 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: A. Imagery. The words soft footsteps on stone floors 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 metaphor, and sound devices achieves specific purposes"

Show what it means.

What does this imagery help the reader understand?

"She imagined soft footsteps on stone floors. She imagined pages turning."

I CAN I can explain what imagery means in context.

Grade 4 • 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: The reader can hear steps and the sound of turning pages.

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 metaphor, and sound devices 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 4 • 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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use imagery instead of plain language?

"She imagined soft footsteps on stone floors."

Why did the author choose these words?

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

Grade 4 • 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 sound details so the reader can imagine being inside the quiet school in the painting.

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: She imagined soft footsteps on stone floors. She imagined pages turning.

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 soft footsteps on stone floors. The reader can hear quiet steps on hard stone.

CHOOSE

A. Imagery. The words soft footsteps on stone floors 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 steps and the sound of turning pages.

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 sound details so the reader can imagine being inside the quiet school in the painting.

YOUR TURN

Answers vary. One example: She imagined soft footsteps on stone floors. She imagined pages turning.

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 soft footsteps on stone floors. The reader can hear quiet steps on hard stone.; CHOOSE: A. Imagery. The words soft footsteps on stone floors 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 steps and the sound of turning pages.; 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 sound details so the reader can imagine being inside the quiet school in the painting.; Your Turn: Answers vary. One example: She imagined soft footsteps on stone floors. She imagined pages turning.

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.

She imagined soft footsteps on stone floors. She imagined pages turning.

What does the imagery in this excerpt help the reader do?

- A** hear the quiet sounds inside the place in the painting
- B** see the bright colors Raphael used in the painting
- C** taste the food people ate in ancient Greece
- D** smell the paint that Raphael used long ago

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 excerpt 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 A.

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 A.

A hear the quiet sounds inside the place in the painting

Correct. Footsteps and turning pages are sounds.

B see the bright colors Raphael used in the painting

No colors are described in this excerpt.

C taste the food people ate in ancient Greece

No taste words appear in the excerpt.

D smell the paint that Raphael used long ago

No smell words appear in the excerpt.

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 hear the quiet sounds inside the place in the painting: Correct. Footsteps and turning pages are sounds.; B see the bright colors Raphael used in the painting: No colors are described in this excerpt.; C taste the food people ate in ancient Greece: No taste words appear in the excerpt.; D smell the paint that Raphael used long ago: No smell words appear in the excerpt.

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 metaphor, and sound devices 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 “Looking Back to Move Forward”

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 “Looking Back to Move Forward” • 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 : “Some people were reading. Others were talking.” (*Literal*)

Sentence : “Some had long robes. Some held books.” (*Literal*)

Sentence : “It was called The School of Athens by Raphael.” (*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 metaphor, and sound devices achieves specific purposes"

Notice the language.

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

"Some people were reading. Others were talking."

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

Grade 4 • 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 about the people in the painting.

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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"Some people were reading. Others were talking."

A. Literal B. Simile C. Personification

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

Grade 4 • 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. 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 about the people in the painting.

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 metaphor, and sound devices achieves specific purposes"

Show what it means.

What exact information does this sentence give the reader?

"Some had long robes. Some held books."

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

Grade 4 • 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 literal sentence describes what the figures wear and hold.

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 metaphor, and sound devices 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 4 • 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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why does the author use plain, literal words here?

"It was called The School of Athens by Raphael."

Why did the author choose these words?

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

Grade 4 • 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 words so the reader knows exactly what the painting shows.

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: Some had long robes. Some held books.

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 about the people in the painting.

CHOOSE

A. Literal. This means exactly what it says about the people in the painting.

SHOW

This literal sentence describes what the figures wear and hold.

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 knows exactly what the painting shows.

YOUR TURN

Answers vary. One example: Some had long robes. Some held books.

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 about the people in the painting.; CHOOSE: A. Literal. This means exactly what it says about the people in the painting.; SHOW: This literal sentence describes what the figures wear and hold.; 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 knows exactly what the painting shows.; Your Turn: Answers vary. One example: Some had long robes. Some held books.

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.

Some had long robes. Some held books.**Is this excerpt literal or figurative?**

- A** figurative, because the books are given human actions
- B** literal, because it tells exactly what the figures wear and hold
- C** figurative, because the robes are compared to books
- D** literal, because it uses like to make a comparison

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 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 B.

- A** **figurative, because the books are given human actions**
The books do nothing human. People hold them.
- B** **literal, because it tells exactly what the figures wear and hold**
Correct. The words mean exactly what they say.
- C** **figurative, because the robes are compared to books**
Nothing is compared in the excerpt.
- D** **literal, because it uses like to make a comparison**
The excerpt has no like and no comparison.

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 books are given human actions: The books do nothing human. People hold them.; B literal, because it tells exactly what the figures wear and hold: Correct. The words mean exactly what they say.; C figurative, because the robes are compared to books: Nothing is compared in the excerpt.; D literal, because it uses like to make a comparison: The excerpt has no like and no comparison.

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 metaphor, and sound devices 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 “Voices That Shaped Texas”

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 “Voices That Shaped Texas” • 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 : “His success showed that talent could break barriers, even when opportunities were limited.” (*Idiom*)

Sentence : “It also mattered because it helped open doors for other performers.” (*Idiom*)

Sentence : “Some doors were closed to African American artists before they even had a chance to show their talent.” (*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 metaphor, and sound devices achieves specific purposes"

Notice the idiom.

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

"His success showed that talent could break barriers, even when opportunities were limited."

I CAN I can notice idiom in our reading.

Grade 4 • 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 break barriers. No wall was broken. The idiom means getting past unfair limits.

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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"His success showed that talent could break barriers, even when opportunities were limited."

A. Personification B. Hyperbole C. Idiom

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

Grade 4 • 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 break barriers 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 metaphor, and sound devices achieves specific purposes"

Show what it means.

What does this idiom help the reader understand?

"It also mattered because it helped open doors for other performers."

I CAN I can explain what idiom means in context.

Grade 4 • 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: No real doors opened. The idiom means he made new chances for others.

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 metaphor, and sound devices 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 4 • 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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use idiom instead of plain language?

"Some doors were closed to African American artists before they even had a chance to show their talent."

Why did the author choose these words?

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

Grade 4 • 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 about doors and barriers to show clearly how unfair limits blocked some artists.

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: It also mattered because it helped open doors for other performers.

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 break barriers. No wall was broken. The idiom means getting past unfair limits.

CHOOSE

C. Idiom. The words break barriers show idiom. An idiom is a phrase that means something different from the literal meaning of its words.

SHOW

No real doors opened. The idiom means he made new chances for others.

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 about doors and barriers to show clearly how unfair limits blocked some artists.

YOUR TURN

Answers vary. One example: It also mattered because it helped open doors for other performers.

**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 break barriers. No wall was broken. The idiom means getting past unfair limits.; CHOOSE: C. Idiom. The words break barriers show idiom. An idiom is a phrase that means something different from the literal meaning of its words.; SHOW: No real doors opened. The idiom means he made new chances for others.; 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 about doors and barriers to show clearly how unfair limits blocked some artists.; Your Turn: Answers vary. One example: It also mattered because it helped open doors for other performers.

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.

It also mattered because it helped open doors for other performers.

What does the phrase "open doors for other performers" mean?

- A hold the theater door open for other singers
- B let other performers into his own home
- C give other performers new chances to succeed
- D build a new stage with many doors

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Grade 4 · 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 "open doors for other performers" 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 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 C.

- A hold the theater door open for other singers**
No real door is opened in this sentence.
- B let other performers into his own home**
The idiom is not about a real house.
- C give other performers new chances to succeed**
Correct. The idiom means creating opportunities.
- D build a new stage with many doors**
No stage or doors are built.

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 hold the theater door open for other singers: No real door is opened in this sentence.; B let other performers into his own home: The idiom is not about a real house.; C give other performers new chances to succeed: Correct. The idiom means creating opportunities.; D build a new stage with many doors: No stage or doors are built.

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 metaphor, and sound devices 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 “Voices That Shaped Texas”

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 5 Module Module 4 • a class or student copy of “Voices That Shaped Texas” • 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 : “Today, when people hear different styles of Texas music, they are hearing pieces of history.”
(Metaphor)

Sentence : “Today, when people hear different styles of Texas music, they are hearing pieces of history.”
(Metaphor)

Sentence : “Today, when people hear different styles of Texas music, they are hearing pieces of history.”
(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 metaphor, and sound devices achieves specific purposes"

Notice the metaphor.

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

"Today, when people hear different styles of Texas music, they are hearing pieces of history."

I CAN I can notice metaphor in our reading.

Grade 4 • 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 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 they are hearing pieces of history. History is not something with pieces you can hear. The metaphor says the music IS history.

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 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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"Today, when people hear different styles of Texas music, they are hearing pieces of history."

A. Metaphor B. Onomatopoeia C. Alliteration

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

Grade 4 • 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. Metaphor. The words they are hearing pieces of history show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

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 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 metaphor, and sound devices achieves specific purposes"

Show what it means.

What does this metaphor help the reader understand?

"Today, when people hear different styles of Texas music, they are hearing pieces of history."

I CAN I can explain what metaphor means in context.

Grade 4 • 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 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: History is not something with pieces you can hear. The metaphor says the music IS history.

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 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 metaphor, and sound devices 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 4 • 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 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 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 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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use metaphor instead of plain language?

"Today, when people hear different styles of Texas music, they are hearing pieces of history."

Why did the author choose these words?

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

Grade 4 • 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 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 calls the music pieces of history to show that songs carry the stories of the past.

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 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: Today, when people hear different styles of Texas music, they are hearing pieces of history.

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

The metaphor is in the words they are hearing pieces of history. History is not something with pieces you can hear. The metaphor says the music IS history.

CHOOSE

A. Metaphor. The words they are hearing pieces of history show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

SHOW

History is not something with pieces you can hear. The metaphor says the music IS history.

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 calls the music pieces of history to show that songs carry the stories of the past.

YOUR TURN

Answers vary. One example: Today, when people hear different styles of Texas music, they are hearing pieces of history.

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 they are hearing pieces of history. History is not something with pieces you can hear. The metaphor says the music IS history.; CHOOSE: A. Metaphor. The words they are hearing pieces of history show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'; SHOW: History is not something with pieces you can hear. The metaphor says the music IS history.; 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 calls the music pieces of history to show that songs carry the stories of the past.; Your Turn: Answers vary. One example: Today, when people hear different styles of Texas music, they are hearing pieces of history.

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.

Today, when people hear different styles of Texas music, they are hearing pieces of history.

What does the author mean by saying people are "hearing pieces of history"?

- A The songs are played on broken, old radios.
- B History teachers sing songs in their classes.
- C The songs tell dates that students must learn.
- D The songs carry stories and traditions from the past.

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 people are "hearing pieces of history"?

"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 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 D.

- A** The songs are played on broken, old radios.
No broken radios are in the sentence.
- B** History teachers sing songs in their classes.
The sentence is not about teachers.
- C** The songs tell dates that students must learn.
The music carries stories, not a list of dates.
- D** The songs carry stories and traditions from the past.
Correct. The metaphor says the music is part of history.

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 The songs are played on broken, old radios.: No broken radios are in the sentence.; B History teachers sing songs in their classes.: The sentence is not about teachers.; C The songs tell dates that students must learn.: The music carries stories, not a list of dates.; D The songs carry stories and traditions from the past.: Correct. The metaphor says the music is part of history.

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 metaphor, and sound devices 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 Day That Changed”

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 6 Module Module 1 • a class or student copy of “A Day That Changed” • 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 : “By lunch, the sun peeked through the clouds, and the playground felt warmer.” (*Personification*)

Sentence : “By lunch, the sun peeked through the clouds, and the playground felt warmer.” (*Personification*)

Sentence : “By lunch, the sun peeked through the clouds, and the playground felt warmer.” (*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 metaphor, and sound devices achieves specific purposes"

Notice the personification.

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

"By lunch, the sun peeked through the clouds, and the playground felt warmer."

I CAN I can notice personification in our reading.

Grade 4 • 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 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 the sun peeked through the clouds. The sun cannot peek like a person. The author gives it a human action to show it appearing a little.

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 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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"By lunch, the sun peeked through the clouds, and the playground felt warmer."

A. Hyperbole B. Personification C. Simile

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

Grade 4 • 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. Personification. The words the sun peeked through the clouds show personification. Personification gives human actions or feelings to something that is not human.

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 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 metaphor, and sound devices achieves specific purposes"

Show what it means.

What does this personification help the reader understand?

"By lunch, the sun peeked through the clouds, and the playground felt warmer."

I CAN I can explain what personification means in context.

Grade 4 • 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 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 sun cannot peek like a person. The author gives it a human action to show it appearing a little.

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 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 metaphor, and sound devices 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 4 • 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 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 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 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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use personification instead of plain language?

"By lunch, the sun peeked through the clouds, and the playground felt warmer."

Why did the author choose these words?

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

Grade 4 • 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 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 gives the sun a human action so the reader pictures it slowly coming out from the clouds.

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 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: By lunch, the sun peeked through the clouds, and the playground felt warmer.

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 personification is in the words the sun peeked through the clouds. The sun cannot peek like a person. The author gives it a human action to show it appearing a little.

CHOOSE

B. Personification. The words the sun peeked through the clouds show personification. Personification gives human actions or feelings to something that is not human.

SHOW

The sun cannot peek like a person. The author gives it a human action to show it appearing a little.

OWN

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

DEFEND

The author gives the sun a human action so the reader pictures it slowly coming out from the clouds.

YOUR TURN

Answers vary. One example: By lunch, the sun peeked through the clouds, and the playground felt warmer.

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 the sun peeked through the clouds. The sun cannot peek like a person. The author gives it a human action to show it appearing a little.; CHOOSE: B. Personification. The words the sun peeked through the clouds show personification. Personification gives human actions or feelings to something that is not human.; SHOW: The sun cannot peek like a person. The author gives it a human action to show it appearing a little.; OWN: Answers vary. A correct answer uses personification clearly. Personification gives human actions or feelings to something that is not human.; DEFEND: The author gives the sun a human action so the reader pictures it slowly coming out from the clouds.; Your Turn: Answers vary. One example: By lunch, the sun peeked through the clouds, and the playground felt warmer.

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.

By lunch, the sun peeked through the clouds, and the playground felt warmer.**Why does the author say the sun "peeked through the clouds"?**

- A** to show the sun came out a little at a time
- B** to show the sun was hiding from the students
- C** to show the clouds were very dark and stormy
- D** to show the students looked at the sun at lunch

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 sun "peeked through the clouds"?*

"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 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 A.

- A** to show the sun came out a little at a time
Correct. Peeking is a human action given to the sun.
- B** to show the sun was hiding from the students
The sun is not really hiding. The words show it came out a little.
- C** to show the clouds were very dark and stormy
The sentence says the playground felt warmer, not stormy.
- D** to show the students looked at the sun at lunch
The students do not peek. The sun does.

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 sun came out a little at a time: Correct. Peeking is a human action given to the sun.; B to show the sun was hiding from the students: The sun is not really hiding. The words show it came out a little.; C to show the clouds were very dark and stormy: The sentence says the playground felt warmer, not stormy.; D to show the students looked at the sun at lunch: The students do not peek. The sun does.

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 metaphor, and sound devices 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 Day That Changed”

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 “A Day That Changed” • 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 : “Jayden felt warm sunlight on his arms.”
(Imagery)

Sentence : “The temperature dropped, and the air felt cooler against his skin.” (Imagery)

Sentence : “The grass was still damp, but the sky was blue again.” (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 metaphor, and sound devices achieves specific purposes"

Notice the imagery.

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

"Jayden felt warm sunlight on his arms."

I CAN I can notice imagery in our reading.

Grade 4 • 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 felt warm sunlight on his arms. The reader can feel the warm sun on skin.

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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"Jayden felt warm sunlight on his arms."

A. Idiom B. Metaphor C. Imagery

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

Grade 4 • 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: C. Imagery. The words felt warm sunlight on his arms 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 metaphor, and sound devices achieves specific purposes"

Show what it means.

What does this imagery help the reader understand?

"The temperature dropped, and the air felt cooler against his skin."

I CAN I can explain what imagery means in context.

Grade 4 • 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 feel the air turning cool.

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 metaphor, and sound devices 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 4 • 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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use imagery instead of plain language?

"The grass was still damp, but the sky was blue again."

Why did the author choose these words?

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

Grade 4 • 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 can notice weather the way Jayden learns to notice 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 temperature dropped, and the air felt cooler against his skin.

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 felt warm sunlight on his arms. The reader can feel the warm sun on skin.

CHOOSE

C. Imagery. The words felt warm sunlight on his arms 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 air turning cool.

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 notice weather the way Jayden learns to notice it.

YOUR TURN

Answers vary. One example: The temperature dropped, and the air felt cooler against his skin.

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 felt warm sunlight on his arms. The reader can feel the warm sun on skin.; CHOOSE: C. Imagery. The words felt warm sunlight on his arms 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 air turning cool.; 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 notice weather the way Jayden learns to notice it.; Your Turn: Answers vary. One example: The temperature dropped, and the air felt cooler against his skin.

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.

Jayden felt warm sunlight on his arms. He saw a few white clouds drifting across the sky.

Which senses does the imagery in this excerpt help the reader use?

- A hearing and smell, like wind blowing and rain falling
- B touch and sight, like warm sunlight and white clouds
- C taste and hearing, like lunch and a teacher talking
- D smell and touch, like damp grass and a cool wind

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Grade 4 · 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: Which senses does the imagery in this excerpt 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 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 B.

- A** **hearing and smell, like wind blowing and rain falling**
No sounds or smells are described.
- B** **touch and sight, like warm sunlight and white clouds**
Correct. Warm sunlight is felt and white clouds are seen.
- C** **taste and hearing, like lunch and a teacher talking**
No taste or sound words are used.
- D** **smell and touch, like damp grass and a cool wind**
Damp grass and wind are not in this excerpt.

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 hearing and smell, like wind blowing and rain falling: No sounds or smells are described.; B touch and sight, like warm sunlight and white clouds: Correct. Warm sunlight is felt and white clouds are seen.; C taste and hearing, like lunch and a teacher talking: No taste or sound words are used.; D smell and touch, like damp grass and a cool wind: Damp grass and wind are not in this excerpt.

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 metaphor, and sound devices 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 “Understanding the Texas Regions”

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 6 Module Module 3 • a class or student copy of “Understanding the Texas Regions” • 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 : “A canyon is a deep valley with steep sides.”
(*Literal*)

Sentence : “Houston is one of the largest cities in Texas and is important for energy, medicine, transportation, and business.” (*Literal*)

Sentence : “Some farmers use irrigation to help crops grow.” (*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 metaphor, and sound devices achieves specific purposes"

Notice the language.

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

"A canyon is a deep valley with steep sides."

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

Grade 4 • 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 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 literal sentence tells exactly what a canyon is.

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 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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"A canyon is a deep valley with steep sides."

A. Literal B. Simile C. Personification

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

Grade 4 • 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. 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 literal sentence tells exactly what a canyon is.

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 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 metaphor, and sound devices achieves specific purposes"

Show what it means.

What exact information does this sentence give the reader?

"Houston is one of the largest cities in Texas and is important for energy, medicine, transportation, and business."

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

Grade 4 • 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 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 means exactly what it says about Houston.

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 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 metaphor, and sound devices 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 4 • 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 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 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 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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why does the author use plain, literal words here?

"Some farmers use irrigation to help crops grow."

Why did the author choose these words?

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

Grade 4 · 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 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 definitions so the reader learns exact facts about Texas land.

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 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: Houston is one of the largest cities in Texas and is important for energy, medicine, transportation, and business.

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

Literal. This literal sentence tells exactly what a canyon is.

CHOOSE

A. Literal. This literal sentence tells exactly what a canyon is.

SHOW

This means exactly what it says about Houston.

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 definitions so the reader learns exact facts about Texas land.

YOUR TURN

Answers vary. One example: Houston is one of the largest cities in Texas and is important for energy, medicine, transportation, and business.

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 literal sentence tells exactly what a canyon is.; CHOOSE: A. Literal. This literal sentence tells exactly what a canyon is.; SHOW: This means exactly what it says about Houston.; 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 definitions so the reader learns exact facts about Texas land.; Your Turn: Answers vary. One example: Houston is one of the largest cities in Texas and is important for energy, medicine, transportation, and business.

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.

A canyon is a deep valley with steep sides.

Why is this sentence literal instead of figurative?

- A** It compares a canyon to a steep mountain.
- B** It gives the canyon a human feeling.
- C** It tells exactly what a canyon really is.
- D** It exaggerates how deep a canyon can be.

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 is this sentence literal instead of 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 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 C.

- A** It compares a canyon to a steep mountain.
A canyon is a valley. Nothing is compared.
- B** It gives the canyon a human feeling.
The canyon has no feelings in the sentence.
- C** It tells exactly what a canyon really is.
Correct. The sentence gives a real definition.
- D** It exaggerates how deep a canyon can be.
Nothing is exaggerated in the definition.

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 It compares a canyon to a steep mountain.: A canyon is a valley. Nothing is compared.; B It gives the canyon a human feeling.: The canyon has no feelings in the sentence.; C It tells exactly what a canyon really is.: Correct. The sentence gives a real definition.; D It exaggerates how deep a canyon can be.: Nothing is exaggerated in the definition.

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 metaphor, and sound devices 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 “Understanding the Texas Regions”

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 6 Module Module 4 • a class or student copy of “Understanding the Texas Regions” • 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 : “A basin is a low area of land that is often surrounded by higher land.” (*Literal*)

Sentence : “A prairie is a large area of grassland.” (*Literal*)

Sentence : “Farming is also important in the North Central Plains.” (*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 metaphor, and sound devices achieves specific purposes"

Notice the language.

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

"A basin is a low area of land that is often surrounded by higher land."

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

Grade 4 • 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 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 literal sentence tells exactly what a basin is.

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 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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"A basin is a low area of land that is often surrounded by higher land."

A. Literal B. Simile C. Personification

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

Grade 4 • 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. 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 literal sentence tells exactly what a basin is.

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 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 metaphor, and sound devices achieves specific purposes"

Show what it means.

What exact information does this sentence give the reader?

"A prairie is a large area of grassland."

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

Grade 4 • 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 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 means exactly what it says about a prairie.

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 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 metaphor, and sound devices 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 4 • 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 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 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 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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why does the author use plain, literal words here?

"Farming is also important in the North Central Plains."

Why did the author choose these words?

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

Grade 4 • 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 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 readers can learn and compare the regions accurately.

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 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: A prairie is a large area of grassland.

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

Literal. This literal sentence tells exactly what a basin is.

CHOOSE

A. Literal. This literal sentence tells exactly what a basin is.

SHOW

This means exactly what it says about a prairie.

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 readers can learn and compare the regions accurately.

YOUR TURN

Answers vary. One example: A prairie is a large area of grassland.

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 literal sentence tells exactly what a basin is.; CHOOSE: A. Literal. This literal sentence tells exactly what a basin is.; SHOW: This means exactly what it says about a prairie.; 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 readers can learn and compare the regions accurately.; Your Turn: Answers vary. One example: A prairie is a large area of grassland.

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.

A prairie is a large area of grassland.**Is this sentence literal or figurative?**

- A** figurative, because a prairie is compared to an ocean
- B** figurative, because the grass is given human actions
- C** literal, because it uses as to compare two things
- D** literal, because it tells exactly what a prairie is

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Grade 4 · 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: *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 D.

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 D.

- A** **figurative, because a prairie is compared to an ocean**
No ocean or comparison appears in the sentence.
- B** **figurative, because the grass is given human actions**
The grass does nothing human in the sentence.
- C** **literal, because it uses as to compare two things**
The sentence has no as and no comparison.
- D** **literal, because it tells exactly what a prairie is**
Correct. The sentence is a plain definition.

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 figurative, because a prairie is compared to an ocean: No ocean or comparison appears in the sentence.; B figurative, because the grass is given human actions: The grass does nothing human in the sentence.; C literal, because it uses as to compare two things: The sentence has no as and no comparison.; D literal, because it tells exactly what a prairie is: Correct. The sentence is a plain definition.

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 metaphor, and sound devices 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 Roads Between Us”

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 1 • a class or student copy of “The Roads Between Us” • 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 river offered food and drink,”
(Personification)

Sentence : “A river offered food and drink,”
(Personification)

Sentence : “A river offered food and drink,”
(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 metaphor, and sound devices achieves specific purposes"

Notice the personification.

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

"A river offered food and drink,"

I CAN I can notice personification in our reading.

Grade 4 • 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 A river offered food and drink. A river cannot offer things like a person. The poet gives it a human action to show it gave people what they needed.

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 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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"A river offered food and drink,"

A. Metaphor B. Hyperbole C. Personification

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

Grade 4 • 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: C. Personification. The words A river offered food and drink show personification. Personification gives human actions or feelings to something that is not human.

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 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 metaphor, and sound devices achieves specific purposes"

Show what it means.

What does this personification help the reader understand?

"A river offered food and drink,"

I CAN I can explain what personification means in context.

Grade 4 • 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 river cannot offer things like a person. The poet gives it a human action to show it gave people what they needed.

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 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 metaphor, and sound devices 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 4 • 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 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 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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use personification instead of plain language?

"A river offered food and drink,"

Why did the author choose these words?

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

Grade 4 • 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 poet makes the river seem generous so the reader sees how much the Caddo depended on it.

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 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: A river offered food and drink,

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 personification is in the words A river offered food and drink. A river cannot offer things like a person. The poet gives it a human action to show it gave people what they needed.

CHOOSE

C. Personification. The words A river offered food and drink show personification. Personification gives human actions or feelings to something that is not human.

SHOW

A river cannot offer things like a person. The poet gives it a human action to show it gave people what they needed.

OWN

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

DEFEND

The poet makes the river seem generous so the reader sees how much the Caddo depended on it.

YOUR TURN

Answers vary. One example: A river offered food and drink,

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 A river offered food and drink. A river cannot offer things like a person. The poet gives it a human action to show it gave people what they needed.; CHOOSE: C. Personification. The words A river offered food and drink show personification. Personification gives human actions or feelings to something that is not human.; SHOW: A river cannot offer things like a person. The poet gives it a human action to show it gave people what they needed.; OWN: Answers vary. A correct answer uses personification clearly. Personification gives human actions or feelings to something that is not human.; DEFEND: The poet makes the river seem generous so the reader sees how much the Caddo depended on it.; Your Turn: Answers vary. One example: A river offered food and drink,

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 river offered food and drink,**Why does the poet say the river "offered food and drink"?**

- A** to show the river gave people what they needed to live
- B** to show the Caddo sold food and drinks by the river
- C** to show the river was too dangerous to cross
- D** to show the river flowed toward a large town

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: Why does the poet say the river "offered food and drink"?***"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 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 A.

A to show the river gave people what they needed to live

Correct. Offering is a human action given to the river.

B to show the Caddo sold food and drinks by the river

The line does not describe selling.

C to show the river was too dangerous to cross

The line shows the river helping, not danger.

D to show the river flowed toward a large town

The line is about giving, not the river's direction.

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 river gave people what they needed to live: Correct. Offering is a human action given to the river.; B to show the Caddo sold food and drinks by the river: The line does not describe selling.; C to show the river was too dangerous to cross: The line shows the river helping, not danger.; D to show the river flowed toward a large town: The line is about giving, not the river's direction.

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 metaphor, and sound devices 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 Roads Between Us”

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 2 • a class or student copy of “The Roads Between Us” • 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 roads became a woven thread,”
(Metaphor)

Sentence : “It carries language, thought, and art, And pieces of the human heart.” (Metaphor)

Sentence : “The roads became a woven thread,”
(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 metaphor, and sound devices achieves specific purposes"

Notice the metaphor.

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

"The roads became a woven thread,"

I CAN I can notice metaphor in our reading.

Grade 4 • 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 The roads became a woven thread. Roads are not thread. The metaphor shows roads tying people and places together.

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 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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"The roads became a woven thread,"

A. Metaphor B. Imagery C. Idiom

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

Grade 4 • 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: A. Metaphor. The words The roads became a woven thread show metaphor. A metaphor compares two things by saying one thing IS another, without using '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 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 metaphor, and sound devices achieves specific purposes"

Show what it means.

What does this metaphor help the reader understand?

"It carries language, thought, and art, And pieces of the human heart."

I CAN I can explain what metaphor means in context.

Grade 4 • 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 road cannot carry a real heart. The metaphor means roads carry people's feelings and ideas.

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 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 metaphor, and sound devices 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 4 • 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 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 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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use metaphor instead of plain language?

"The roads became a woven thread,"

Why did the author choose these words?

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

Grade 4 • 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 poet compares roads to thread so the reader sees how trade routes tied distant people together.

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 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: It carries language, thought, and art, And pieces of the human heart.

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 metaphor is in the words The roads became a woven thread. Roads are not thread. The metaphor shows roads tying people and places together.

CHOOSE

A. Metaphor. The words The roads became a woven thread show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

SHOW

A road cannot carry a real heart. The metaphor means roads carry people's feelings and ideas.

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 poet compares roads to thread so the reader sees how trade routes tied distant people together.

YOUR TURN

Answers vary. One example: It carries language, thought, and art, And pieces of the human heart.

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 roads became a woven thread. Roads are not thread. The metaphor shows roads tying people and places together.; CHOOSE: A. Metaphor. The words The roads became a woven thread show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'; SHOW: A road cannot carry a real heart. The metaphor means roads carry people's feelings and ideas.; 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 poet compares roads to thread so the reader sees how trade routes tied distant people together.; Your Turn: Answers vary. One example: It carries language, thought, and art, And pieces of the human heart.

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 roads became a woven thread,**What does the poet mean by saying the roads "became a woven thread"?**

- A** The roads were made of cloth and string.
- B** The roads connected people and places together.
- C** The roads were thin and hard to travel on.
- D** The roads were used to carry sewing tools.

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 poet mean by saying the roads "became a woven thread"?*

"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 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 B.

- A The roads were made of cloth and string.**
The roads were not really made of thread.
- B The roads connected people and places together.**
Correct. The metaphor compares roads to thread that ties things together.
- C The roads were thin and hard to travel on.**
The metaphor is about connecting, not being thin.
- D The roads were used to carry sewing tools.**
The line does not describe sewing tools.

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 The roads were made of cloth and string.: The roads were not really made of thread.; B The roads connected people and places together.: Correct. The metaphor compares roads to thread that ties things together.; C The roads were thin and hard to travel on.: The metaphor is about connecting, not being thin.; D The roads were used to carry sewing tools.: The line does not describe sewing tools.

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 metaphor, and sound devices 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 We Carry Forward”

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 3 • a class or student copy of “What We Carry Forward” • 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 : “It breathes and changes as people live;”
(Personification)

Sentence : “A song can cross a crowded room And make forgotten stories bloom.” (Personification)

Sentence : “It breathes and changes as people live;”
(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 metaphor, and sound devices achieves specific purposes"

Notice the personification.

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

"It breathes and changes as people live;"

I CAN I can notice personification in our reading.

Grade 4 • 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 It breathes and changes. Culture cannot breathe. The poet gives it a human action to show it is alive and changing.

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 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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"It breathes and changes as people live;"

A. Onomatopoeia B. Personification C. Alliteration

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

Grade 4 • 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. Personification. The words It breathes and changes show personification. Personification gives human actions or feelings to something that is not human.

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 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 metaphor, and sound devices achieves specific purposes"

Show what it means.

What does this personification help the reader understand?

"A song can cross a crowded room And make forgotten stories bloom."

I CAN I can explain what personification means in context.

Grade 4 • 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 song cannot walk across a room. The poet gives it a human action to show music spreads.

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 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 metaphor, and sound devices 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 4 • 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 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 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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use personification instead of plain language?

"It breathes and changes as people live;"

Why did the author choose these words?

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

Grade 4 • 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 poet makes culture seem alive so the reader understands that traditions grow and change with people.

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 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: A song can cross a crowded room And make forgotten stories bloom.

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 personification is in the words It breathes and changes. Culture cannot breathe. The poet gives it a human action to show it is alive and changing.

CHOOSE

B. Personification. The words It breathes and changes show personification. Personification gives human actions or feelings to something that is not human.

SHOW

A song cannot walk across a room. The poet gives it a human action to show music spreads.

OWN

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

DEFEND

The poet makes culture seem alive so the reader understands that traditions grow and change with people.

YOUR TURN

Answers vary. One example: A song can cross a crowded room And make forgotten stories bloom.

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 It breathes and changes. Culture cannot breathe. The poet gives it a human action to show it is alive and changing.; CHOOSE: B. Personification. The words It breathes and changes show personification. Personification gives human actions or feelings to something that is not human.; SHOW: A song cannot walk across a room. The poet gives it a human action to show music spreads.; OWN: Answers vary. A correct answer uses personification clearly. Personification gives human actions or feelings to something that is not human.; DEFEND: The poet makes culture seem alive so the reader understands that traditions grow and change with people.; Your Turn: Answers vary. One example: A song can cross a crowded room And make forgotten stories bloom.

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.

It breathes and changes as people live;**In this line, "It" means culture. Why does the poet say culture "breathes"?**

- A** to show people need fresh air to stay healthy
- B** to show culture is old and has stopped growing
- C** to show culture is alive and keeps changing
- D** to show people breathe hard when they sing

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: In this line, "It" means culture. Why does the poet say culture "breathes"?*

"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 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 C.

- A** to show people need fresh air to stay healthy
The line is about culture, not health.
- B** to show culture is old and has stopped growing
Breathing shows life and change, not stopping.
- C** to show culture is alive and keeps changing
Correct. Breathing is a human action given to culture.
- D** to show people breathe hard when they sing
The poet is describing culture, not singers.

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 show people need fresh air to stay healthy: The line is about culture, not health.; B to show culture is old and has stopped growing: Breathing shows life and change, not stopping.; C to show culture is alive and keeps changing: Correct. Breathing is a human action given to culture.; D to show people breathe hard when they sing: The poet is describing culture, not singers.

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 metaphor, and sound devices 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 “What We Carry Forward”

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 4 • a class or student copy of “What We Carry Forward” • 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 : “A speech becomes a living thing When choices give the message wings.” (*Metaphor*)

Sentence : “The past provides a sturdy thread, But living hands pull it ahead.” (*Metaphor*)

Sentence : “The past can offer us a map, But we decide the forward path.” (*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 metaphor, and sound devices achieves specific purposes"

Notice the metaphor.

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

"A speech becomes a living thing When choices give the message wings."

I CAN I can notice metaphor in our reading.

Grade 4 • 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 speech becomes a living thing, give the message wings. A speech is not alive and has no wings. The metaphor shows words that lead to action keep going.

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 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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"A speech becomes a living thing When choices give the message wings."

A. Hyperbole B. Simile C. Metaphor

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

Grade 4 • 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 speech becomes a living thing, give the message wings show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

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 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 metaphor, and sound devices achieves specific purposes"

Show what it means.

What does this metaphor help the reader understand?

"The past provides a sturdy thread, But living hands pull it ahead."

I CAN I can explain what metaphor means in context.

Grade 4 • 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: The past is not thread. The metaphor shows the past connects to the present.

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 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 metaphor, and sound devices 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 4 • 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 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 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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use metaphor instead of plain language?

"The past can offer us a map, But we decide the forward path."

Why did the author choose these words?

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

Grade 4 • 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 poet uses metaphors so the reader sees the past as a guide while people choose the future.

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 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: The past provides a sturdy thread, But living hands pull it ahead.

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 metaphor is in the words A speech becomes a living thing, give the message wings. A speech is not alive and has no wings. The metaphor shows words that lead to action keep going.

CHOOSE

C. Metaphor. The words A speech becomes a living thing, give the message wings show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

SHOW

The past is not thread. The metaphor shows the past connects to the present.

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 poet uses metaphors so the reader sees the past as a guide while people choose the future.

YOUR TURN

Answers vary. One example: The past provides a sturdy thread, But living hands pull it ahead.

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 speech becomes a living thing, give the message wings. A speech is not alive and has no wings. The metaphor shows words that lead to action keep going.; CHOOSE: C. Metaphor. The words A speech becomes a living thing, give the message wings show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'; SHOW: The past is not thread. The metaphor shows the past connects to the present.; 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 poet uses metaphors so the reader sees the past as a guide while people choose the future.; Your Turn: Answers vary. One example: The past provides a sturdy thread, But living hands pull it ahead.

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.

The past can offer us a map, But we decide the forward path.**What does the poet mean by saying the past can be "a map"?**

- A** People should study old maps in history class.
- B** People from the past drew maps of Texas.
- C** The future is already planned for everyone.
- D** History can guide people as they make choices.

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 poet mean by saying the past can be "a map"?*

"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 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 D.

- A** **People should study old maps in history class.**
The line is not about real maps.
- B** **People from the past drew maps of Texas.**
The map stands for guidance, not a real drawing.
- C** **The future is already planned for everyone.**
The line says we decide the path.
- D** **History can guide people as they make choices.**
Correct. The metaphor compares the past to a map that shows the way.

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 People should study old maps in history class.: The line is not about real maps.; B People from the past drew maps of Texas.: The map stands for guidance, not a real drawing.; C The future is already planned for everyone.: The line says we decide the path.; D History can guide people as they make choices.: Correct. The metaphor compares the past to a map that shows the way.

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 metaphor, and sound devices 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 “What Shapes a Society? Place, Resources, and Connection”

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 1 • a class or student copy of “What Shapes a Society? Place, Resources, and Connection” • 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 : “A natural resource is something found in nature that people can use.” (*Literal*)

Sentence : “Salt was valuable because people needed it and because it could help preserve food.” (*Literal*)

Sentence : “A ship can cross an ocean.” (*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 metaphor, and sound devices achieves specific purposes"

Notice the language.

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

"A natural resource is something found in nature that people can use."

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

Grade 4 • 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 literal sentence tells exactly what a natural resource is.

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 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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"A natural resource is something found in nature that people can use."

A. Literal B. Simile C. Personification

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

Grade 4 • 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. 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 literal sentence tells exactly what a natural resource is.

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 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 metaphor, and sound devices achieves specific purposes"

Show what it means.

What exact information does this sentence give the reader?

"Salt was valuable because people needed it and because it could help preserve food."

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

Grade 4 • 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: This means exactly what it says about salt.

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 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 metaphor, and sound devices 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 4 • 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 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 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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why does the author use plain, literal words here?

"A ship can cross an ocean."

Why did the author choose these words?

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

Grade 4 • 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 explain geography ideas clearly and exactly.

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 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: Salt was valuable because people needed it and because it could help preserve food.

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

Literal. This literal sentence tells exactly what a natural resource is.

CHOOSE

A. Literal. This literal sentence tells exactly what a natural resource is.

SHOW

This means exactly what it says about salt.

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 geography ideas clearly and exactly.

YOUR TURN

Answers vary. One example: Salt was valuable because people needed it and because it could help preserve food.

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 literal sentence tells exactly what a natural resource is.; CHOOSE: A. Literal. This literal sentence tells exactly what a natural resource is.; SHOW: This means exactly what it says about salt.; 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 geography ideas clearly and exactly.; Your Turn: Answers vary. One example: Salt was valuable because people needed it and because it could help preserve food.

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.

A natural resource is something found in nature that people can use.

Is this sentence literal or figurative?

- A** literal, because it tells exactly what a natural resource is
- B** figurative, because nature is given a human action
- C** figurative, because resources are compared to treasure
- D** literal, because it exaggerates how useful nature is

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Grade 4 · 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 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 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 A.

- A** **literal, because it tells exactly what a natural resource is**
Correct. The sentence is a plain definition.
- B** **figurative, because nature is given a human action**
Nature does nothing human in this sentence.
- C** **figurative, because resources are compared to treasure**
No treasure or comparison appears.
- D** **literal, because it exaggerates how useful nature is**
Nothing is exaggerated in the 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 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 what a natural resource is: Correct. The sentence is a plain definition.; B figurative, because nature is given a human action: Nature does nothing human in this sentence.; C figurative, because resources are compared to treasure: No treasure or comparison appears.; D literal, because it exaggerates how useful nature is: Nothing is exaggerated in the sentence.

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 metaphor, and sound devices 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 “What Shapes a Society? Place, Resources, and Connection”

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 2 • a class or student copy of “What Shapes a Society? Place, Resources, and Connection” • 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 : “Farmers do not choose crops based only on the weather during one afternoon.” (*Literal*)

Sentence : “A railroad can move large amounts of goods.” (*Literal*)

Sentence : “Merchants in Mali used caravans to cross the Sahara.” (*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 metaphor, and sound devices achieves specific purposes"

Notice the language.

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

"Farmers do not choose crops based only on the weather during one afternoon."

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

Grade 4 • 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 literal sentence tells a real fact about farmers.

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 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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"Farmers do not choose crops based only on the weather during one afternoon."

A. Literal B. Simile C. Personification

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

Grade 4 • 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 literal sentence tells a real fact about farmers.

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 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 metaphor, and sound devices achieves specific purposes"

Show what it means.

What exact information does this sentence give the reader?

"A railroad can move large amounts of goods."

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

Grade 4 • 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: This means exactly what it says about railroads.

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 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 metaphor, and sound devices 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 4 • 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 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 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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why does the author use plain, literal words here?

"Merchants in Mali used caravans to cross the Sahara."

Why did the author choose these words?

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

Grade 4 · 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 words so the reader understands exact facts about climate and trade.

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 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: A railroad can move large amounts of goods.

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

Literal. This literal sentence tells a real fact about farmers.

CHOOSE

A. Literal. This literal sentence tells a real fact about farmers.

SHOW

This means exactly what it says about railroads.

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 understands exact facts about climate and trade.

YOUR TURN

Answers vary. One example: A railroad can move large amounts of goods.

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 literal sentence tells a real fact about farmers.; CHOOSE: A. Literal. This literal sentence tells a real fact about farmers.; SHOW: This means exactly what it says about railroads.; 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 understands exact facts about climate and trade.; Your Turn: Answers vary. One example: A railroad can move large amounts of goods.

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.

A railroad can move large amounts of goods.**Why is this sentence literal instead of figurative?**

- A** It gives the railroad a human feeling.
- B** It tells a real fact about what trains can do.
- C** It compares a railroad to a large truck.
- D** It exaggerates how much a train can carry.

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 is this sentence literal instead of 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 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 B.

- A** It gives the railroad a human feeling.
The railroad has no feelings in the sentence.
- B** It tells a real fact about what trains can do.
Correct. The words mean exactly what they say.
- C** It compares a railroad to a large truck.
No truck or comparison appears.
- D** It exaggerates how much a train can carry.
Trains really can move large amounts of goods.

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 It gives the railroad a human feeling.: The railroad has no feelings in the sentence.; B It tells a real fact about what trains can do.: Correct. The words mean exactly what they say.; C It compares a railroad to a large truck.: No truck or comparison appears.; D It exaggerates how much a train can carry.: Trains really can move large amounts of goods.

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 metaphor, and sound devices 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 “What Shapes a Society? Place, Resources, and Connection”

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 “What Shapes a Society? Place, Resources, and Connection” • 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 : “Weather describes conditions at a particular time and place.” (*Literal*)

Sentence : “A highway can connect communities.” (*Literal*)

Sentence : “The Caddo traded with other communities.” (*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 metaphor, and sound devices achieves specific purposes"

Notice the language.

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

"Weather describes conditions at a particular time and place."

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

Grade 4 • 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 literal sentence tells exactly what weather means.

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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"Weather describes conditions at a particular time and place."

A. Literal B. Simile C. Personification

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

Grade 4 • 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 literal sentence tells exactly what weather means.

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 metaphor, and sound devices achieves specific purposes"

Show what it means.

What exact information does this sentence give the reader?

"A highway can connect communities."

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

Grade 4 • 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: This means exactly what it says. A highway links towns.

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 metaphor, and sound devices 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 4 • 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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why does the author use plain, literal words here?

"The Caddo traded with other communities."

Why did the author choose these words?

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

Grade 4 • 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 definitions so the reader can tell weather and climate apart.

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: A highway can connect communities.

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 literal sentence tells exactly what weather means.

CHOOSE

A. Literal. This literal sentence tells exactly what weather means.

SHOW

This means exactly what it says. A highway links towns.

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 definitions so the reader can tell weather and climate apart.

YOUR TURN

Answers vary. One example: A highway can connect communities.

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 literal sentence tells exactly what weather means.; CHOOSE: A. Literal. This literal sentence tells exactly what weather means.; SHOW: This means exactly what it says. A highway links towns.; 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 definitions so the reader can tell weather and climate apart.; Your Turn: Answers vary. One example: A highway can connect communities.

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.

Weather describes conditions at a particular time and place.

Is this sentence literal or figurative?

- A** figurative, because weather is given a human voice
- B** figurative, because weather is compared to a place
- C** literal, because it tells exactly what weather means
- D** literal, because it uses like to compare two ideas

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Grade 4 · Cluster 8 · 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: 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 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 C.

- A** **figurative, because weather is given a human voice**
Describes here means tells about; weather has no voice.
- B** **figurative, because weather is compared to a place**
Nothing is compared in the sentence.
- C** **literal, because it tells exactly what weather means**
Correct. The sentence gives a plain definition.
- D** **literal, because it uses like to compare two ideas**
The sentence has no like and no comparison.

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 weather is given a human voice: Describes here means tells about; weather has no voice.; B figurative, because weather is compared to a place: Nothing is compared in the sentence.; C literal, because it tells exactly what weather means: Correct. The sentence gives a plain definition.; D literal, because it uses like to compare two ideas: The sentence has no like and no comparison.

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 metaphor, and sound devices 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 “What Shapes a Society? Place, Resources, and Connection”

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 4 • a class or student copy of “What Shapes a Society? Place, Resources, and Connection” • 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 : “Families grew crops such as corn, beans, and squash.” (*Literal*)

Sentence : “A boat makes a river more useful for transportation.” (*Literal*)

Sentence : “European explorers used ships to cross the Atlantic.” (*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 metaphor, and sound devices achieves specific purposes"

Notice the language.

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

"Families grew crops such as corn, beans, and squash."

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

Grade 4 • 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 literal sentence names the real crops the Caddo grew.

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 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 metaphor, and sound devices achieves specific purposes"

Choose the correct type.

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

"Families grew crops such as corn, beans, and squash."

A. Literal B. Simile C. Personification

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

Grade 4 • 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 literal sentence names the real crops the Caddo grew.

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 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 metaphor, and sound devices achieves specific purposes"

Show what it means.

What exact information does this sentence give the reader?

"A boat makes a river more useful for transportation."

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

Grade 4 • 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: This means exactly what it says about boats.

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 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 metaphor, and sound devices 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 4 • 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 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 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 metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why does the author use plain, literal words here?

"European explorers used ships to cross the Atlantic."

Why did the author choose these words?

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

Grade 4 • 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 so the reader gets exact facts about how people used the land.

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 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: A boat makes a river more useful for transportation.

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

Literal. This literal sentence names the real crops the Caddo grew.

CHOOSE

A. Literal. This literal sentence names the real crops the Caddo grew.

SHOW

This means exactly what it says about boats.

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 the reader gets exact facts about how people used the land.

YOUR TURN

Answers vary. One example: A boat makes a river more useful for transportation.

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 literal sentence names the real crops the Caddo grew.; CHOOSE: A. Literal. This literal sentence names the real crops the Caddo grew.; SHOW: This means exactly what it says about boats.; 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 the reader gets exact facts about how people used the land.; Your Turn: Answers vary. One example: A boat makes a river more useful for transportation.

TEKS 10(D) · Figurative Language · Week 36 of 36 · Cluster 8 ·
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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.

European explorers used ships to cross the Atlantic.**Why is this sentence literal instead of figurative?**

- A** It compares the ships to large ocean animals.
- B** It gives the Atlantic Ocean a human action.
- C** It exaggerates how far the explorers sailed.
- D** It states a real fact about how explorers traveled.

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Grade 4 · 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 is this sentence literal instead of 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 D.

TEKS 10(D) · Figurative Language · Week 36 of 36 · Cluster 8 ·
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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** It compares the ships to large ocean animals.
No animals or comparison appear.
- B** It gives the Atlantic Ocean a human action.
The ocean does nothing human in the sentence.
- C** It exaggerates how far the explorers sailed.
Nothing is exaggerated in the sentence.
- D** It states a real fact about how explorers traveled.
Correct. The words mean exactly what they say.

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 It compares the ships to large ocean animals.: No animals or comparison appear.; B It gives the Atlantic Ocean a human action.: The ocean does nothing human in the sentence.; C It exaggerates how far the explorers sailed.: Nothing is exaggerated in the sentence.; D It states a real fact about how explorers traveled.: Correct. The words mean exactly what they say.

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.