

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 “The Great Chocolate Chip Cookie Mystery”

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 1 • a class or student copy of “The Great Chocolate Chip Cookie Mystery” • 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 : “staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled.” (*Simile*)

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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.

"staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled."

I CAN I can notice simile in our reading.

Grade 5 • 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 as if someone had just informed him that summer vacation had been canceled. The author compares Jordan's shocked face to the face of someone hearing terrible news. It shows how upset he is about the cookies.

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 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?

"staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled."

A. Personification B. Simile C. Hyperbole

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

Grade 5 • Prepare Cluster • Figurative Language • Tuesday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: B. Simile. The words as if someone had just informed him that summer vacation had been canceled show simile. A simile compares two things using the words 'like' or 'as.'

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 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?

"staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled."

I CAN I can explain what simile means in context.



Grade 5 • 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: The author compares Jordan's shocked face to the face of someone hearing terrible news. It shows how upset he is about the cookies.

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 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 5 • 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 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 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?

"staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled."

Why did the author choose these words?

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

Grade 5 • 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 to make Jordan's reaction funny, because missing cookies are compared to losing summer vacation.

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 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: staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled.

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 simile is in the words as if someone had just informed him that summer vacation had been canceled. The author compares Jordan's shocked face to the face of someone hearing terrible news. It shows how upset he is about the cookies.

CHOOSE

B. Simile. The words as if someone had just informed him that summer vacation had been canceled show simile. A simile compares two things using the words 'like' or 'as.'

SHOW

The author compares Jordan's shocked face to the face of someone hearing terrible news. It shows how upset he is about the cookies.

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 to make Jordan's reaction funny, because missing cookies are compared to losing summer vacation.

YOUR TURN

Answers vary. One example: staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled.

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 as if someone had just informed him that summer vacation had been canceled. The author compares Jordan's shocked face to the face of someone hearing terrible news. It shows how upset he is about the cookies.; CHOOSE: B. Simile. The words as if someone had just informed him that summer vacation had been canceled show simile. A simile compares two things using the words 'like' or 'as.'; SHOW: The author compares Jordan's shocked face to the face of someone hearing terrible news. It shows how upset he is about the cookies.; 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 to make Jordan's reaction funny, because missing cookies are compared to losing summer vacation.; Your Turn: Answers vary. One example: staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled.

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.

staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled.

What does the simile in this sentence show about Jordan?

- A He is as shocked as if he had just heard very bad news.
- B He is worried that summer vacation will really be canceled.
- C He is looking for the cafeteria worker behind the window.
- D He is calm because he knows where the cookies went.

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Grade 5 · Prepare Cluster · Figurative Language

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

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

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

▶ Read the passage and the question aloud: What does the simile in this sentence show about Jordan?

“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

He is as shocked as if he had just heard very bad news.

Correct. The words "as if" compare Jordan's shock to hearing that summer vacation was canceled.

B

He is worried that summer vacation will really be canceled.

Summer vacation is only the comparison. Nothing is really canceled.

C

He is looking for the cafeteria worker behind the window.

The sentence tells how Jordan looks, not who he is looking for.

D

He is calm because he knows where the cookies went.

The comparison shows shock, not calm.

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

~4 min

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

“The correct answer is 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 He is as shocked as if he had just heard very bad news.: Correct. The words "as if" compare Jordan's shock to hearing that summer vacation was canceled.; B He is worried that summer vacation will really be canceled.: Summer vacation is only the comparison. Nothing is really canceled.; C He is looking for the cafeteria worker behind the window.: The sentence tells how Jordan looks, not who he is looking for.; D He is calm because he knows where the cookies went.: The comparison shows shock, not calm.

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

Hyperbole

from “The Great Chocolate Chip Cookie Mystery”

Hyperbole is an exaggeration used to make a point or create a strong feeling.

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 hyperbole.”

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

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

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

PREP & MATERIALS: the Figurative Language slide deck for Prepare Cluster Module Module 2 • a class or student copy of “The Great Chocolate Chip Cookie Mystery” • 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’ve eaten approximately eight thousand of them.” (*Hyperbole*)

Sentence : “Within thirty seconds, the investigation had already gone completely out of control.” (*Hyperbole*)

Sentence : “A chocolate-chip-sized emergency.” (*Hyperbole*)

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 hyperbole 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 hyperbole.

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

"I've eaten approximately eight thousand of them."

I CAN I can notice hyperbole in our reading.

Grade 5 • 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 hyperbole in the reading."

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

"Let's look at this example together, then you will try it on your 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 hyperbole is in the words approximately eight thousand. Maya could not really have eaten eight thousand chocolate chips. The exaggeration shows she has eaten a great many.

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 call any big number hyperbole. Hyperbole is an exaggeration that cannot be literally true.

POSSIBLE STUDENT QUESTION

Is this real 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've eaten approximately eight thousand of them."

A. Personification B. Idiom C. Hyperbole

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

Grade 5 • 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. Hyperbole. The words approximately eight thousand show hyperbole. Hyperbole is an exaggeration used to make a point or create a strong feeling.

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 call any big number hyperbole. Hyperbole is an exaggeration that cannot be literally true.

POSSIBLE STUDENT QUESTION

Is this real 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 hyperbole 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 hyperbole help the reader understand?

"Within thirty seconds, the investigation had already gone completely out of control."

I CAN I can explain what hyperbole means in context.



Grade 5 • 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 hyperbole means."

▶ Read the I can statement aloud, then the task on the slide: Show what it means. What does this hyperbole 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 author exaggerates how fast things fell apart to show the students got carried away.

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 call any big number hyperbole. Hyperbole is an exaggeration that cannot be literally true.

POSSIBLE STUDENT QUESTION

Is this real 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 hyperbole."

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 hyperbole.

Write your own sentence using hyperbole.

I CAN I can write my own sentence using hyperbole.



Grade 5 • 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 hyperbole."

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

"Let's look at this example together, then you will try it on your 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 hyperbole clearly. Hyperbole is an exaggeration used to make a point or create a strong feeling.

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 call any big number hyperbole. Hyperbole is an exaggeration that cannot be literally true.

POSSIBLE STUDENT QUESTION

Is this real 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 hyperbole instead of plain language?

"A chocolate-chip-sized emergency."

Why did the author choose these words?

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

Grade 5 • 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 hyperbole 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 missing cookies an emergency to make the scene funny and show how much the students care.

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 call any big number hyperbole. Hyperbole is an exaggeration that cannot be literally true.

POSSIBLE STUDENT QUESTION

Is this real 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 hyperbole on your own.

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

Go back to the reading.

Find one more example of hyperbole.

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

I CAN I can find and explain hyperbole 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 hyperbole. 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: Within thirty seconds, the investigation had already gone completely out of control.

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 hyperbole is in the words approximately eight thousand. Maya could not really have eaten eight thousand chocolate chips. The exaggeration shows she has eaten a great many.

CHOOSE

C. Hyperbole. The words approximately eight thousand show hyperbole. Hyperbole is an exaggeration used to make a point or create a strong feeling.

SHOW

The author exaggerates how fast things fell apart to show the students got carried away.

OWN

Answers vary. A correct answer uses hyperbole clearly. Hyperbole is an exaggeration used to make a point or create a strong feeling.

DEFEND

The author calls missing cookies an emergency to make the scene funny and show how much the students care.

YOUR TURN

Answers vary. One example: Within thirty seconds, the investigation had already gone completely out of control.

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 hyperbole is in the words approximately eight thousand. Maya could not really have eaten eight thousand chocolate chips. The exaggeration shows she has eaten a great many.; CHOOSE: C. Hyperbole. The words approximately eight thousand show hyperbole. Hyperbole is an exaggeration used to make a point or create a strong feeling.; SHOW: The author exaggerates how fast things fell apart to show the students got carried away.; OWN: Answers vary. A correct answer uses hyperbole clearly. Hyperbole is an exaggeration used to make a point or create a strong feeling.; DEFEND: The author calls missing cookies an emergency to make the scene funny and show how much the students care.; Your Turn: Answers vary. One example: Within thirty seconds, the investigation had already gone completely out of control.

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've eaten approximately eight thousand of them.

Why does Maya say she has eaten "eight thousand" chocolate chips?

- A** to give the exact number she counted last year
- B** to exaggerate and show she has eaten a great many of them
- C** to show that chocolate chips made her sick
- D** to explain that she does not like chocolate chips

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 Maya say she has eaten "eight thousand" chocolate chips?*

"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** to give the exact number she counted last year
Maya did not count. The number is an exaggeration, not a fact.
- B** to exaggerate and show she has eaten a great many of them
Correct. The huge number is hyperbole. No one counts that many; it means a lot.
- C** to show that chocolate chips made her sick
Nothing in the excerpt says she got sick.
- D** to explain that she does not like chocolate chips
Eating so many shows she likes them, not the opposite.

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

⌚ ~4 min

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

“The correct answer is 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 to give the exact number she counted last year: Maya did not count. The number is an exaggeration, not a fact.; B to exaggerate and show she has eaten a great many of them: Correct. The huge number is hyperbole. No one counts that many; it means a lot.; C to show that chocolate chips made her sick: Nothing in the excerpt says she got sick.; D to explain that she does not like chocolate chips: Eating so many shows she likes them, not the opposite.

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 “The Fifth-Grade Cookie Commission”

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 “The Fifth-Grade Cookie Commission” • 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 : “Democracy has spoken.” (*Personification*)

Sentence : “Democracy has spoken.” (*Personification*)

Sentence : “Democracy has spoken.” (*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.

"Democracy has spoken."

I CAN I can notice personification in our reading.

Grade 5 • 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 Democracy has spoken. Democracy is an idea, and ideas cannot speak. Trevor gives democracy a human action to sound important.

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?

"Democracy has spoken."

A. Personification B. Onomatopoeia C. Alliteration

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

Grade 5 • 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 Democracy has spoken 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?

"Democracy has spoken."

I CAN I can explain what personification means in context.



Grade 5 • 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: Democracy is an idea, and ideas cannot speak. Trevor gives democracy a human action to sound important.

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 5 • 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?

"Democracy has spoken."

Why did the author choose these words?

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

Grade 5 • 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: Trevor makes democracy speak to make his banana campaign sound serious and official, which adds humor.

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: Democracy has spoken.

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 Democracy has spoken. Democracy is an idea, and ideas cannot speak. Trevor gives democracy a human action to sound important.

CHOOSE

A. Personification. The words Democracy has spoken show personification. Personification gives human actions or feelings to something that is not human.

SHOW

Democracy is an idea, and ideas cannot speak. Trevor gives democracy a human action to sound important.

OWN

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

DEFEND

Trevor makes democracy speak to make his banana campaign sound serious and official, which adds humor.

YOUR TURN

Answers vary. One example: Democracy has spoken.

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 Democracy has spoken. Democracy is an idea, and ideas cannot speak. Trevor gives democracy a human action to sound important.; CHOOSE: A. Personification. The words Democracy has spoken show personification. Personification gives human actions or feelings to something that is not human.; SHOW: Democracy is an idea, and ideas cannot speak. Trevor gives democracy a human action to sound important.; OWN: Answers vary. A correct answer uses personification clearly. Personification gives human actions or feelings to something that is not human.; DEFEND: Trevor makes democracy speak to make his banana campaign sound serious and official, which adds humor.; Your Turn: Answers vary. One example: Democracy has spoken.

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.

Democracy has spoken.**Which words in the excerpt give a human action to something that is not human?**

- A** "Democracy" because it is the name of a kind of government
- B** "has spoken" because Trevor is a person who talks
- C** "has spoken" because democracy is an idea that cannot talk
- D** "Democracy" because it is a long and important word

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 the excerpt 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 "Democracy" because it is the name of a kind of government**
Naming a government is not giving it a human action.
- B "has spoken" because Trevor is a person who talks**
Trevor says the words, but the sentence says democracy spoke. That is the personification.
- C "has spoken" because democracy is an idea that cannot talk**
Correct. An idea cannot talk, so saying democracy "has spoken" is personification.
- D "Democracy" because it is a long and important word**
A long word is 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 "Democracy" because it is the name of a kind of government: Naming a government is not giving it a human action.; B "has spoken" because Trevor is a person who talks: Trevor says the words, but the sentence says democracy spoke. That is the personification.; C "has spoken" because democracy is an idea that cannot talk: Correct. An idea cannot talk, so saying democracy "has spoken" is personification.; D "Democracy" because it is a long and important word: A long word is 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

Literal and Figurative Language

from “The Fifth-Grade Cookie Commission”

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

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

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

⌚ ~5 min

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

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

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

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

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

PREP & MATERIALS: the Figurative Language slide deck for Prepare Cluster Module Module 4 • a class or student copy of “The Fifth-Grade Cookie Commission” • 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 : “Frozen treats needed freezer space.” (*Literal*)

Sentence : “Chocolate chip cookies received 44 percent of the vote.” (*Literal*)

Sentence : “Cupcakes cost more because they required extra ingredients and preparation.” (*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?

"Frozen treats needed freezer space."

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

Grade 5 • Prepare Cluster • Figurative Language • Monday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: Literal. This sentence is literal. Frozen treats really must be kept in a freezer.

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 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?

"Frozen treats needed freezer space."

A. Literal B. Simile C. Personification

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

Grade 5 • Prepare Cluster • Figurative Language • Tuesday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: A. Literal. This sentence is literal. Frozen treats really must be kept in a freezer.

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 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?

"Chocolate chip cookies received 44 percent of the vote."

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



Grade 5 • Prepare Cluster • Figurative Language • Wednesday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: This is literal. It tells the exact survey result for cookies.

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 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 5 · Prepare Cluster · Figurative Language · Thursday

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

⌚ ~4 min

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

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

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

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

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

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

TEKS 10(D) · Figurative Language · Week 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 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?

"Cupcakes cost more because they required extra ingredients and preparation."

Why did the author choose these words?

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

Grade 5 • Prepare Cluster • Figurative Language • Friday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: The author uses plain, literal facts here so readers can see the real information the commission used to decide.

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 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: Chocolate chip cookies received 44 percent of the vote.

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

Literal. This sentence is literal. Frozen treats really must be kept in a freezer.

CHOOSE

A. Literal. This sentence is literal. Frozen treats really must be kept in a freezer.

SHOW

This is literal. It tells the exact survey result for cookies.

OWN

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

DEFEND

The author uses plain, literal facts here so readers can see the real information the commission used to decide.

YOUR TURN

Answers vary. One example: Chocolate chip cookies received 44 percent of the vote.

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 is literal. Frozen treats really must be kept in a freezer.; CHOOSE: A. Literal. This sentence is literal. Frozen treats really must be kept in a freezer.; SHOW: This is literal. It tells the exact survey result for cookies.; OWN: Answers vary. The literal sentence means exactly what it says; the figurative sentence compares, exaggerates, or gives human traits.; DEFEND: The author uses plain, literal facts here so readers can see the real information the commission used to decide.; Your Turn: Answers vary. One example: Chocolate chip cookies received 44 percent of the vote.

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.

Frozen treats needed freezer space.**Is this sentence literal or figurative?**

- A** figurative, because it compares treats to a freezer
- B** figurative, because it gives the treats human needs
- C** figurative, because it exaggerates the need for space
- D** literal, because frozen treats really do need a freezer

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Grade 5 · Prepare Cluster · Figurative Language

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show

⌚ ~4 min

What You Know

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

“Here is a test-style question, the kind you see on the state assessment.”▶ *Read the passage and the question aloud: 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 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 figurative, because it compares treats to a freezer**
There is no comparison using like or as here.
- B figurative, because it gives the treats human needs**
Needing space is a real fact, not a human feeling.
- C figurative, because it exaggerates the need for space**
The sentence states a real need. Nothing is stretched.
- D literal, because frozen treats really do need a freezer**
Correct. The words mean exactly what they say. Figurative would be something like saying the treats begged for a cold home.

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 it compares treats to a freezer: There is no comparison using like or as here.; B figurative, because it gives the treats human needs: Needing space is a real fact, not a human feeling.; C figurative, because it exaggerates the need for space: The sentence states a real need. Nothing is stretched.; D literal, because frozen treats really do need a freezer: Correct. The words mean exactly what they say. Figurative would be something like saying the treats begged for a cold home.

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 “From Tension to Revolution”

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 “From Tension to Revolution” • 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 : “After the Tea Act was passed, trouble was brewing in the colonies.” (*Idiom*)

Sentence : “The colonists learned that there is strength in numbers.” (*Idiom*)

Sentence : “They wanted Parliament to understand that the colonies would not accept unfair taxes without a fight.” (*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.

"After the Tea Act was passed, trouble was brewing in the colonies."

I CAN I can notice idiom in our reading.

Grade 5 • 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 trouble was brewing. Trouble cannot really brew like tea. The idiom means problems were starting to build up.

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?

"After the Tea Act was passed, trouble was brewing in the colonies."

A. Hyperbole B. Metaphor C. Idiom

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

Grade 5 • 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. Idiom. The words trouble was brewing 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?

"The colonists learned that there is strength in numbers."

I CAN I can explain what idiom means in context.

Grade 5 • 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: This idiom means a group of people is more powerful than one person alone.

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 5 • 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?

"They wanted Parliament to understand that the colonies would not accept unfair taxes without a fight."

Why did the author choose these words?

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

Grade 5 • 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 an idiom to show quickly and strongly that the colonists would push back against unfair taxes.

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: The colonists learned that there is strength in numbers.

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 trouble was brewing. Trouble cannot really brew like tea. The idiom means problems were starting to build up.

CHOOSE

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

SHOW

This idiom means a group of people is more powerful than one person alone.

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 an idiom to show quickly and strongly that the colonists would push back against unfair taxes.

YOUR TURN

Answers vary. One example: The colonists learned that there is strength in numbers.

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 trouble was brewing. Trouble cannot really brew like tea. The idiom means problems were starting to build up.; CHOOSE: C. Idiom. The words trouble was brewing show idiom. An idiom is a phrase that means something different from the literal meaning of its words.; SHOW: This idiom means a group of people is more powerful than one person alone.; 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 an idiom to show quickly and strongly that the colonists would push back against unfair taxes.; Your Turn: Answers vary. One example: The colonists learned that there is strength in numbers.

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.

After the Tea Act was passed, trouble was brewing in the colonies.**What does the idiom "trouble was brewing" mean in this sentence?**

- A** Problems and anger were slowly building up.
- B** People in the colonies were making pots of tea.
- C** The colonists were cooking a special meal.
- D** The tea tax made tea too hot to drink.

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Grade 5 · 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: What does the idiom "trouble was brewing" 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 Problems and anger were slowly building up.
Correct. "Trouble was brewing" means conflict was starting to build.

B People in the colonies were making pots of tea.
The words are not about making real tea.

C The colonists were cooking a special meal.
Nothing in the sentence is about cooking food.

D The tea tax made tea too hot to drink.
The idiom is about growing conflict, not the temperature of tea.

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 Problems and anger were slowly building up.: Correct. "Trouble was brewing" means conflict was starting to build.; B People in the colonies were making pots of tea.: The words are not about making real tea.; C The colonists were cooking a special meal.: Nothing in the sentence is about cooking food.; D The tea tax made tea too hot to drink.: The idiom is about growing conflict, not the temperature of tea.

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 “From Tension to Revolution”

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 “From Tension to Revolution” • 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 : “During this protest, colonists dumped tea into Boston Harbor.” (*Literal*)

Sentence : “It required colonists to pay taxes on printed materials such as newspapers, legal documents, licenses, pamphlets, and even playing cards.” (*Literal*)

Sentence : “In 1770, the Boston Massacre occurred when British soldiers fired into a crowd of colonists, killing several people.” (*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?

"During this protest, colonists dumped tea into Boston Harbor."

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

Grade 5 • 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 is literal. The colonists really threw tea into the water.

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?

"During this protest, colonists dumped tea into Boston Harbor."

A. Literal B. Simile C. Personification

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

Grade 5 • 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 is literal. The colonists really threw tea into the water.

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?

"It required colonists to pay taxes on printed materials such as newspapers, legal documents, licenses, pamphlets, and even playing cards."

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

Grade 5 • 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 is literal. It lists the real things that were taxed.

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 5 · 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?

"In 1770, the Boston Massacre occurred when British soldiers fired into a crowd of colonists, killing several people."

Why did the author choose these words?

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

Grade 5 • 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 so readers get exact facts about a real and serious event.

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: It required colonists to pay taxes on printed materials such as newspapers, legal documents, licenses, pamphlets, and even playing cards.

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 is literal. The colonists really threw tea into the water.

CHOOSE

A. Literal. This is literal. The colonists really threw tea into the water.

SHOW

This is literal. It lists the real things that were taxed.

OWN

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

DEFEND

The author uses literal language so readers get exact facts about a real and serious event.

YOUR TURN

Answers vary. One example: It required colonists to pay taxes on printed materials such as newspapers, legal documents, licenses, pamphlets, and even playing cards.

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. The colonists really threw tea into the water.; CHOOSE: A. Literal. This is literal. The colonists really threw tea into the water.; SHOW: This is literal. It lists the real things that were taxed.; OWN: Answers vary. The literal sentence means exactly what it says; the figurative sentence compares, exaggerates, or gives human traits.; DEFEND: The author uses literal language so readers get exact facts about a real and serious event.; Your Turn: Answers vary. One example: It required colonists to pay taxes on printed materials such as newspapers, legal documents, licenses, pamphlets, and even playing cards.

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.

During this protest, colonists dumped tea into Boston Harbor.**Is this sentence literal or figurative?**

- A** figurative, because the harbor is given human feelings
- B** literal, because colonists really threw tea into the harbor
- C** figurative, because it compares tea to something else
- D** figurative, because it greatly exaggerates the protest

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Grade 5 · 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: *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 the harbor is given human feelings**
The harbor does not think or feel in this sentence.
- B** **literal, because colonists really threw tea into the harbor**
Correct. The words tell exactly what happened. A figurative version might say the harbor drank the tea.
- C** **figurative, because it compares tea to something else**
Nothing is compared using like or as.
- D** **figurative, because it greatly exaggerates the protest**
The event really happened. It is not stretched.

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 harbor is given human feelings: The harbor does not think or feel in this sentence.; B literal, because colonists really threw tea into the harbor: Correct. The words tell exactly what happened. A figurative version might say the harbor drank the tea.; C figurative, because it compares tea to something else: Nothing is compared using like or as.; D figurative, because it greatly exaggerates the protest: The event really happened. It is not stretched.

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

Imagery

from “The Ocean Lesson”

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

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

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

⌚ ~5 min

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

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

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

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

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

PREP & MATERIALS: the Figurative Language slide deck for Cluster 1 Module Module 3 • a class or student copy of “The Ocean Lesson” • 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 : “Small waves rolled gently onto the shore and then slid back into the ocean.” (*Imagery*)

Sentence : “For a moment, they disappeared in the white foam.” (*Imagery*)

Sentence : “Their black and white bodies glided past the glass, turned smoothly, and stayed close to one another.” (*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.

"Small waves rolled gently onto the shore and then slid back into the ocean."

I CAN I can notice imagery in our reading.

Grade 5 • 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 Small waves rolled gently, slid back. These words help the reader see and hear the calm waves moving in and out.

TEKS 10(D) • Figurative Language • Week 7 of 36 • Cluster 1 •
Module Module 3 • slide 2 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

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

Choose the correct type.

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

"Small waves rolled gently onto the shore and then slid back into the ocean."

A. Simile B. Imagery C. Onomatopoeia

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

Grade 5 • 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. Imagery. The words Small waves rolled gently, slid back show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

TEKS 10(D) • Figurative Language • Week 7 of 36 • Cluster 1 •
Module Module 3 • slide 3 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

SHOW

"I can explain what the imagery means."

EXACT TEKS WORDING

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

Show what it means.

What does this imagery help the reader understand?

"For a moment, they disappeared in the white foam."

I CAN I can explain what imagery means in context.

Grade 5 • Cluster 1 • Figurative Language • Wednesday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: The reader can picture the tiny turtles hidden by white bubbles of the waves.

TEKS 10(D) • Figurative Language • Week 7 of 36 • Cluster 1 •
Module Module 3 • slide 4 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

OWN

"I can write my own example of imagery."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and 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 5 • Cluster 1 • Figurative Language • Thursday

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

⌚ ~4 min

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

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

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

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

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

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

TEKS 10(D) • Figurative Language • Week 7 of 36 • Cluster 1 •
Module Module 3 • slide 5 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend. Explain why the author used it.

Why did the author use imagery instead of plain language?

"Their black and white bodies glided past the glass, turned smoothly, and stayed close to one another."

Why did the author choose these words?

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

Grade 5 • 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 details so the reader can picture how graceful and connected the orcas look.

TEKS 10(D) • Figurative Language • Week 7 of 36 • Cluster 1 •
 Module Module 3 • slide 6 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

Find imagery on your own.

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

Go back to the reading.

Find one more example of imagery.

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

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

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

⌚ ~5 min

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

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

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

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

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

ANSWER KEY: Answers vary. One example: For a moment, they disappeared in the white foam.

TEKS 10(D) · Figurative Language · Week 7 of 36 · Cluster 1 ·
Module Module 3 · slide 7 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE

The imagery is in the words Small waves rolled gently, slid back. These words help the reader see and hear the calm waves moving in and out.

CHOOSE

B. Imagery. The words Small waves rolled gently, slid back 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 the tiny turtles hidden by white bubbles of the waves.

OWN

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

DEFEND

The author uses sight details so the reader can picture how graceful and connected the orcas look.

YOUR TURN

Answers vary. One example: For a moment, they disappeared in the white foam.

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: NOTICE: The imagery is in the words Small waves rolled gently, slid back. These words help the reader see and hear the calm waves moving in and out.; CHOOSE: B. Imagery. The words Small waves rolled gently, slid back 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 the tiny turtles hidden by white bubbles of the waves.; OWN: Answers vary. A correct answer uses imagery clearly. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.; DEFEND: The author uses sight details so the reader can picture how graceful and connected the orcas look.; Your Turn: Answers vary. One example: For a moment, they disappeared in the white foam.

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.

The morning air was cool, and the sky was just starting to brighten.

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

- A taste and smell, tasting salt and smelling the sea
- B hearing only, listening to the waves on the beach
- C touch and sight, feeling cool air and seeing a brightening sky
- D smell and hearing, smelling sand and hearing 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 sentence 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 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 taste and smell, tasting salt and smelling the sea**
The sentence has no taste or smell words.
- B hearing only, listening to the waves on the beach**
No sound words appear in this sentence.
- C touch and sight, feeling cool air and seeing a brightening sky**
Correct. "cool" is felt and "brighten" is seen.
- D smell and hearing, smelling sand and hearing birds**
Sand and birds are not 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 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 taste and smell, tasting salt and smelling the sea: The sentence has no taste or smell words.; B hearing only, listening to the waves on the beach: No sound words appear in this sentence.; C touch and sight, feeling cool air and seeing a brightening sky: Correct. "cool" is felt and "brighten" is seen.; D smell and hearing, smelling sand and hearing birds: Sand and birds are not in this sentence.

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

Idiom

from “The Ocean Lesson”

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 4 • a class or student copy of “The Ocean Lesson” • 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 : “These orcas are a whale of a team.” (*Idiom*)

Sentence : “Slow and steady wins the race.” (*Idiom*)

Sentence : “These orcas are a whale of a team.” (*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.

"These orcas are a whale of a team."

I CAN I can notice idiom in our reading.

Grade 5 • 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 a whale of a team. "A whale of a" is an idiom that means very great. The trainer also makes a joke because orcas are whales.

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 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?

"These orcas are a whale of a team."

A. Metaphor B. Onomatopoeia C. Idiom

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

Grade 5 • 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 a whale of a team show idiom. An idiom is a phrase that means something different from the literal meaning of its words.

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 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?

"Slow and steady wins the race."

I CAN I can explain what idiom means in context.

Grade 5 • 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: This saying means patient, steady effort succeeds. The turtles are not really in a race.

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 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 5 • 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 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 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?

"These orcas are a whale of a team."

Why did the author choose these words?

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

Grade 5 • 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 trainer uses the idiom to praise the orcas' teamwork in a playful, memorable way.

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 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: Slow and steady wins the race.

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 idiom is in the words a whale of a team. "A whale of a" is an idiom that means very great. The trainer also makes a joke because orcas are whales.

CHOOSE

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

SHOW

This saying means patient, steady effort succeeds. The turtles are not really in a race.

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 trainer uses the idiom to praise the orcas' teamwork in a playful, memorable way.

YOUR TURN

Answers vary. One example: Slow and steady wins the race.

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: NOTICE: The idiom is in the words a whale of a team. "A whale of a" is an idiom that means very great. The trainer also makes a joke because orcas are whales.; CHOOSE: C. Idiom. The words a whale of a team show idiom. An idiom is a phrase that means something different from the literal meaning of its words.; SHOW: This saying means patient, steady effort succeeds. The turtles are not really in a race.; 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 trainer uses the idiom to praise the orcas' teamwork in a playful, memorable way.; Your Turn: Answers vary. One example: Slow and steady wins the race.

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.

These orcas are a whale of a team.**What does the trainer mean by "a whale of a team"?**

- A** The orcas are the largest whales that live in the tank.
- B** The orcas each want to swim alone in the water.
- C** The orcas are on a sports team that plays games.
- D** The orcas are an excellent team that works well together.

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 trainer mean by "a whale of a team"?

"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** The orcas are the largest whales that live in the tank.
The idiom is about how good the team is, not size.
- B** The orcas each want to swim alone in the water.
The orcas work together, which is the opposite.
- C** The orcas are on a sports team that plays games.
There is no real sports team in the passage.
- D** The orcas are an excellent team that works well together.
Correct. "A whale of a" is an idiom meaning very great.

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 orcas are the largest whales that live in the tank.: The idiom is about how good the team is, not size.; B The orcas each want to swim alone in the water.: The orcas work together, which is the opposite.; C The orcas are on a sports team that plays games.: There is no real sports team in the passage.; D The orcas are an excellent team that works well together.: Correct. "A whale of a" is an idiom meaning very great.

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

Metaphor

from “Spanish Rule in Early 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 2 Module Module 1 • a class or student copy of “Spanish Rule in Early Texas” • 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 : “For Spain, missions and presidios were tools for control.” (*Metaphor*)

Sentence : “The missions and presidios left marks that can still be seen in language, religion, place names, ranching traditions, roads, and historic sites.” (*Metaphor*)

Sentence : “For Spain, missions and presidios were tools for control.” (*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.

"For Spain, missions and presidios were tools for control."

I CAN I can notice metaphor in our reading.

Grade 5 • 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 were tools for control. Missions and forts were not real tools like hammers. The metaphor says they were used like tools to control Texas.

TEKS 10(D) • Figurative Language • Week 9 of 36 • Cluster 2 •
Module Module 1 • slide 2 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may call any 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?

"For Spain, missions and presidios were tools for control."

A. Metaphor B. Imagery C. Idiom

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

Grade 5 • 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. Metaphor. The words were tools for control show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

TEKS 10(D) • Figurative Language • Week 9 of 36 • Cluster 2 •
 Module Module 1 • slide 3 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may call any 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 missions and presidios left marks that can still be seen in language, religion, place names, ranching traditions, roads, and historic sites."

I CAN I can explain what metaphor means in context.

Grade 5 • Cluster 2 • Figurative Language • Wednesday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: The missions did not leave real scratches. The metaphor means their effects still show today.

TEKS 10(D) • Figurative Language • Week 9 of 36 • Cluster 2 •
Module Module 1 • slide 4 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may call any 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 5 • 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 9 of 36 • Cluster 2 •
Module Module 1 • slide 5 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may call any 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?

"For Spain, missions and presidios were tools for control."

Why did the author choose these words?

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

Grade 5 • 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 calls missions tools to show that Spain used them on purpose to control the land.

TEKS 10(D) • Figurative Language • Week 9 of 36 • Cluster 2 •
 Module Module 1 • slide 6 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may call any 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 missions and presidios left marks that can still be seen in language, religion, place names, ranching traditions, roads, and historic sites.

TEKS 10(D) · Figurative Language · Week 9 of 36 · Cluster 2 ·
Module Module 1 · slide 7 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE

The metaphor is in the words were tools for control. Missions and forts were not real tools like hammers. The metaphor says they were used like tools to control Texas.

CHOOSE

A. Metaphor. The words were tools for control show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

SHOW

The missions did not leave real scratches. The metaphor means their effects still show today.

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 missions tools to show that Spain used them on purpose to control the land.

YOUR TURN

Answers vary. One example: The missions and presidios left marks that can still be seen in language, religion, place names, ranching traditions, roads, and historic sites.

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 were tools for control. Missions and forts were not real tools like hammers. The metaphor says they were used like tools to control Texas.; CHOOSE: A. Metaphor. The words were tools for control show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'; SHOW: The missions did not leave real scratches. The metaphor means their effects still show today.; 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 missions tools to show that Spain used them on purpose to control the land.; Your Turn: Answers vary. One example: The missions and presidios left marks that can still be seen in language, religion, place names, ranching traditions, roads, and historic sites.

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.

For Spain, missions and presidios were tools for control.**What does the author mean by calling missions and presidios "tools for control"?**

- A** Spain used them on purpose to keep power over Texas.
- B** The missions were built with hammers, saws, and nails.
- C** The presidios stored tools that soldiers carried.
- D** Spain gave tools to Native Americans at the missions.

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 the author mean by calling missions and presidios "tools for control"?***"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 Spain used them on purpose to keep power over Texas.**
Correct. The metaphor compares missions and forts to tools used to get a job done.
- B The missions were built with hammers, saws, and nails.**
Building tools are not the meaning of this metaphor.
- C The presidios stored tools that soldiers carried.**
The sentence is not about storing real tools.
- D Spain gave tools to Native Americans at the missions.**
The sentence is about control, not giving gifts.

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 Spain used them on purpose to keep power over Texas.: Correct. The metaphor compares missions and forts to tools used to get a job done.; B The missions were built with hammers, saws, and nails.: Building tools are not the meaning of this metaphor.; C The presidios stored tools that soldiers carried.: The sentence is not about storing real tools.; D Spain gave tools to Native Americans at the missions.: The sentence is about control, not giving gifts.

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

Idiom

from “Spanish Rule in Early 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 2 Module Module 2 • a class or student copy of “Spanish Rule in Early Texas” • 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 : “The presidios had to stand their ground when protecting nearby settlements.” (*Idiom*)

Sentence : “In many ways, the missions were on a mission.” (*Idiom*)

Sentence : “The presidios had to stand their ground when protecting nearby settlements.” (*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.

"The presidios had to stand their ground when protecting nearby settlements."

I CAN I can notice idiom in our reading.

Grade 5 • Cluster 2 • Figurative Language • Monday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: The idiom is in the words stand their ground. This idiom means to stay strong and not give up or back away.

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 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?

"The presidios had to stand their ground when protecting nearby settlements."

A. Imagery B. Idiom C. Alliteration

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

Grade 5 • Cluster 2 • Figurative Language • Tuesday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: B. Idiom. The words stand their ground show idiom. An idiom is a phrase that means something different from the literal meaning of its words.

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 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?

"In many ways, the missions were on a mission."

I CAN I can explain what idiom means in context.

Grade 5 • Cluster 2 • Figurative Language • Wednesday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: "On a mission" is an idiom that means working hard toward a goal. It also plays on the word mission.

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 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 5 • Cluster 2 • Figurative Language • Thursday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: Answers vary. A correct answer uses idiom clearly. An idiom is a phrase that means something different from the literal meaning of its words.

TEKS 10(D) • Figurative Language • Week 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 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?

"The presidios had to stand their ground when protecting nearby settlements."

Why did the author choose these words?

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

Grade 5 • Cluster 2 • Figurative Language • Friday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: The author uses the idiom to show the soldiers had to stay firm and not retreat.

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 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: In many ways, the missions were on a mission.

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE

The idiom is in the words stand their ground. This idiom means to stay strong and not give up or back away.

CHOOSE

B. Idiom. The words stand their ground show idiom. An idiom is a phrase that means something different from the literal meaning of its words.

SHOW

"On a mission" is an idiom that means working hard toward a goal. It also plays on the word mission.

OWN

Answers vary. A correct answer uses idiom clearly. An idiom is a phrase that means something different from the literal meaning of its words.

DEFEND

The author uses the idiom to show the soldiers had to stay firm and not retreat.

YOUR TURN

Answers vary. One example: In many ways, the missions were on a mission.

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 stand their ground. This idiom means to stay strong and not give up or back away.; CHOOSE: B. Idiom. The words stand their ground show idiom. An idiom is a phrase that means something different from the literal meaning of its words.; SHOW: "On a mission" is an idiom that means working hard toward a goal. It also plays on the word mission.; OWN: Answers vary. A correct answer uses idiom clearly. An idiom is a phrase that means something different from the literal meaning of its words.; DEFEND: The author uses the idiom to show the soldiers had to stay firm and not retreat.; Your Turn: Answers vary. One example: In many ways, the missions were on a mission.

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.

The presidios had to stand their ground when protecting nearby settlements.

What does "stand their ground" mean in this sentence?

- A stand still on the dirt for a long time
- B stay firm and refuse to back away
- C buy land to build new settlements
- D sit down and rest after a long trip

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Grade 5 · Cluster 2 · Figurative Language

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

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

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

▶ Read the passage and the question aloud: What does "stand their ground" 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 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 stand still on the dirt for a long time**
The idiom is not about standing still on dirt.
- B stay firm and refuse to back away**
Correct. The idiom means to hold firm when facing danger.
- C buy land to build new settlements**
Nothing in the sentence is about buying land.
- D sit down and rest after a long trip**
Resting is the opposite of standing firm.

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 stand still on the dirt for a long time: The idiom is not about standing still on dirt.; B stay firm and refuse to back away: Correct. The idiom means to hold firm when facing danger.; C buy land to build new settlements: Nothing in the sentence is about buying land.; D sit down and rest after a long trip: Resting is the opposite of standing firm.

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

Idiom

from “A Harvest to Remember”

An idiom is a phrase that means something different from the literal meaning of its words.

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

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

⌚ ~5 min

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

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

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

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

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

PREP & MATERIALS: the Figurative Language slide deck for Cluster 2 Module Module 3 • a class or student copy of “A Harvest to Remember” • 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 : “The Pilgrims learned that many hands make light work.” (*Idiom*)

Sentence : “The celebration helped them recognize how far they had come.” (*Idiom*)

Sentence : “In this way, the saying many hands make light work still has meaning today.” (*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.

"The Pilgrims learned that many hands make light work."

I CAN I can notice idiom in our reading.

Grade 5 • Cluster 2 • Figurative Language • Monday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: The idiom is in the words many hands make light work. This saying means a job is easier when many people help. Hands do not make work light in weight.

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 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?

"The Pilgrims learned that many hands make light work."

A. Onomatopoeia B. Simile C. Idiom

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

Grade 5 • 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. Idiom. The words many hands make light work show idiom. An idiom is a phrase that means something different from the literal meaning of its words.

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 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?

"The celebration helped them recognize how far they had come."

I CAN I can explain what idiom means in context.

Grade 5 • Cluster 2 • Figurative Language • Wednesday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: This idiom means how much they had grown and improved, not how many miles they traveled.

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 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 5 • Cluster 2 • Figurative Language • Thursday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: Answers vary. A correct answer uses idiom clearly. An idiom is a phrase that means something different from the literal meaning of its words.

TEKS 10(D) • Figurative Language • Week 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 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?

"In this way, the saying many hands make light work still has meaning today."

Why did the author choose these words?

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

Grade 5 • Cluster 2 • Figurative Language • Friday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: The author repeats the saying to show that the lesson of working together still matters for students today.

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 read an idiom word for word. Ask what the whole phrase means together.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

Find idiom on your own.

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

Go back to the reading.

Find one more example of idiom.

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

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

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

⌚ ~5 min

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

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

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

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

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

ANSWER KEY: Answers vary. One example: The celebration helped them recognize how far they had come.

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 idiom is in the words many hands make light work. This saying means a job is easier when many people help. Hands do not make work light in weight.

CHOOSE

C. Idiom. The words many hands make light work show idiom. An idiom is a phrase that means something different from the literal meaning of its words.

SHOW

This idiom means how much they had grown and improved, not how many miles they traveled.

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 repeats the saying to show that the lesson of working together still matters for students today.

YOUR TURN

Answers vary. One example: The celebration helped them recognize how far they had come.

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 many hands make light work. This saying means a job is easier when many people help. Hands do not make work light in weight.; CHOOSE: C. Idiom. The words many hands make light work show idiom. An idiom is a phrase that means something different from the literal meaning of its words.; SHOW: This idiom means how much they had grown and improved, not how many miles they traveled.; 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 repeats the saying to show that the lesson of working together still matters for students today.; Your Turn: Answers vary. One example: The celebration helped them recognize how far they had come.

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.

The Pilgrims learned that many hands make light work.**What does "many hands make light work" mean?**

- A** People with many hands can lift heavy things.
- B** Work is best done in the daylight hours.
- C** A job is easier when many people help.
- D** Hands feel lighter after hard work is done.

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Grade 5 · Cluster 2 · Figurative Language

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show

⌚ ~4 min

What You Know

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

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

▶ Read the passage and the question aloud: What does "many hands make light work" 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 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** **People with many hands can lift heavy things.**
No one has many hands. The words are not literal.
- B** **Work is best done in the daylight hours.**
"light" here means easy, not daylight.
- C** **A job is easier when many people help.**
Correct. The saying means sharing a job makes it easier.
- D** **Hands feel lighter after hard work is done.**
The idiom is about the job, not how hands feel.

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: Correct: C. Why each: A People with many hands can lift heavy things.: No one has many hands. The words are not literal.; B Work is best done in the daylight hours.: "light" here means easy, not daylight.; C A job is easier when many people help.: Correct. The saying means sharing a job makes it easier.; D Hands feel lighter after hard work is done.: The idiom is about the job, not how hands feel.

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 “A Harvest to Remember”

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 “A Harvest to Remember” • 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 : “During the winter, the ground was hard, and food was difficult to find.” (*Imagery*)

Sentence : “People today may think of long tables, turkey, mashed potatoes, rolls, cranberry sauce, pumpkin pie, and many side dishes.” (*Imagery*)

Sentence : “There may have been wild birds, beans, squash, berries, nuts, or other foods that grew in the area.” (*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.

"During the winter, the ground was hard, and food was difficult to find."

I CAN I can notice imagery in our reading.

Grade 5 • 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 the ground was hard. The reader can feel the frozen, hard ground and understand why growing food was difficult.

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?

"During the winter, the ground was hard, and food was difficult to find."

A. Imagery B. Idiom C. Metaphor

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

Grade 5 • 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 the ground was hard 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?

"People today may think of long tables, turkey, mashed potatoes, rolls, cranberry sauce, pumpkin pie, and many side dishes."

I CAN I can explain what imagery means in context.

Grade 5 • 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: These food words help the reader see and almost taste a modern Thanksgiving meal.

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 5 • 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?

"There may have been wild birds, beans, squash, berries, nuts, or other foods that grew in the area."

Why did the author choose these words?

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

Grade 5 • 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 lists real foods so the reader can picture how different the 1621 meal was from today.

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: People today may think of long tables, turkey, mashed potatoes, rolls, cranberry sauce, pumpkin pie, and many side dishes.

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 the ground was hard. The reader can feel the frozen, hard ground and understand why growing food was difficult.

CHOOSE

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

SHOW

These food words help the reader see and almost taste a modern Thanksgiving meal.

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 lists real foods so the reader can picture how different the 1621 meal was from today.

YOUR TURN

Answers vary. One example: People today may think of long tables, turkey, mashed potatoes, rolls, cranberry sauce, pumpkin pie, and many side dishes.

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 the ground was hard. The reader can feel the frozen, hard ground and understand why growing food was difficult.; CHOOSE: A. Imagery. The words the ground was hard show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.; SHOW: These food words help the reader see and almost taste a modern Thanksgiving meal.; 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 lists real foods so the reader can picture how different the 1621 meal was from today.; Your Turn: Answers vary. One example: People today may think of long tables, turkey, mashed potatoes, rolls, cranberry sauce, pumpkin pie, and many side dishes.

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.

People today may think of long tables, turkey, mashed potatoes, rolls, cranberry sauce, pumpkin pie, and many side dishes.

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

- A hearing and touch, hearing music and touching snow
- B smell only, smelling smoke from a fire
- C hearing only, listening to people talk
- D sight and taste, picturing and tasting holiday foods

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Grade 5 · 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: Which senses 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 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** **hearing and touch, hearing music and touching snow**
No sounds or snow appear in this sentence.
- B** **smell only, smelling smoke from a fire**
There is no smoke or fire in this sentence.
- C** **hearing only, listening to people talk**
No talking or sounds are described.
- D** **sight and taste, picturing and tasting holiday foods**
Correct. Foods like "turkey" and "pumpkin pie" can be seen and tasted.

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 hearing and touch, hearing music and touching snow: No sounds or snow appear in this sentence.; B smell only, smelling smoke from a fire: There is no smoke or fire in this sentence.; C hearing only, listening to people talk: No talking or sounds are described.; D sight and taste, picturing and tasting holiday foods: Correct. Foods like "turkey" and "pumpkin pie" can be seen and tasted.

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

Idiom

from “Our Rights, Our Voices”

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 1 • a class or student copy of “Our Rights, Our Voices” • 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 : “The First says you can speak your mind,”
(Idiom)

Sentence : “The Bill of Rights has stood the test,” (Idiom)

Sentence : “The First says you can speak your mind,”
(Idiom)

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice idiom in the reading."

EXACT TEKS WORDING

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

Notice the idiom.

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

"The First says you can speak your mind,"

I CAN I can notice idiom in our reading.

Grade 5 • 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 speak your mind. This idiom means to say what you really think. Minds cannot really speak.

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 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?

"The First says you can speak your mind,"

A. Alliteration B. Idiom C. Personification

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

Grade 5 • Cluster 3 • Figurative Language • Tuesday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: B. Idiom. The words speak your mind show idiom. An idiom is a phrase that means something different from the literal meaning of its words.

TEKS 10(D) • Figurative Language • Week 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 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?

"The Bill of Rights has stood the test,"

I CAN I can explain what idiom means in context.

Grade 5 • 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: This idiom means it has lasted a long time and still works well.

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 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 5 • 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 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 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?

"The First says you can speak your mind,"

Why did the author choose these words?

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

Grade 5 • 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 poet uses a familiar idiom to explain freedom of speech in simple, everyday words.

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 read an idiom word for word. Ask what the whole phrase means together.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

Find idiom on your own.

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

Go back to the reading.

Find one more example of idiom.

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

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

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

⌚ ~5 min

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

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

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

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

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

ANSWER KEY: Answers vary. One example: The Bill of Rights has stood the test,

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 idiom is in the words speak your mind. This idiom means to say what you really think. Minds cannot really speak.

CHOOSE

B. Idiom. The words speak your mind show idiom. An idiom is a phrase that means something different from the literal meaning of its words.

SHOW

This idiom means it has lasted a long time and still works well.

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 poet uses a familiar idiom to explain freedom of speech in simple, everyday words.

YOUR TURN

Answers vary. One example: The Bill of Rights has stood the test,

**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 speak your mind. This idiom means to say what you really think. Minds cannot really speak.; CHOOSE: B. Idiom. The words speak your mind show idiom. An idiom is a phrase that means something different from the literal meaning of its words.; SHOW: This idiom means it has lasted a long time and still works well.; 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 poet uses a familiar idiom to explain freedom of speech in simple, everyday words.; Your Turn: Answers vary. One example: The Bill of Rights has stood the test,

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.

The First says you can speak your mind,**What does "speak your mind" mean in this line?**

- A** say what you honestly think
- B** talk only about your brain
- C** speak very softly to yourself
- D** repeat what a leader says

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 "speak your mind" mean in this line?

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

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

ANSWER KEY: The answer is A.

TEKS 10(D) · Figurative Language · Week 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

say what you honestly think

Correct. "Speak your mind" means share your true thoughts and opinions.

B

talk only about your brain

The idiom is not about the brain as a body part.

C

speak very softly to yourself

It means sharing thoughts, not whispering.

D

repeat what a leader says

Repeating a leader is the opposite of sharing your own ideas.

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 say what you honestly think: Correct. "Speak your mind" means share your true thoughts and opinions.; B talk only about your brain: The idiom is not about the brain as a body part.; C speak very softly to yourself: It means sharing thoughts, not whispering.; D repeat what a leader says: Repeating a leader is the opposite of sharing your own ideas.

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

Metaphor

from “Our Rights, Our Voices”

A metaphor compares two things by saying one thing IS another, without using ‘like’ or ‘as.’

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

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

⌚ ~5 min

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

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

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

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

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

PREP & MATERIALS: the Figurative Language slide deck for Cluster 3 Module Module 2 • a class or student copy of “Our Rights, Our Voices” • 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 : “They help keep fairness shining bright.”
(Metaphor)

Sentence : “They help keep fairness shining bright.”
(Metaphor)

Sentence : “They help keep fairness shining bright.”
(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.

"They help keep fairness shining bright."

I CAN I can notice metaphor in our reading.

Grade 5 • Cluster 3 • Figurative Language • Monday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: The metaphor is in the words fairness shining bright. Fairness is an idea and cannot really shine. The metaphor compares fairness to a bright light.

TEKS 10(D) • Figurative Language • Week 14 of 36 • Cluster 3 •
Module Module 2 • slide 2 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

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

Choose the correct type.

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

"They help keep fairness shining bright."

A. Simile B. Onomatopoeia C. Metaphor

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

Grade 5 • Cluster 3 • Figurative Language • Tuesday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: C. Metaphor. The words fairness shining bright show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

TEKS 10(D) • Figurative Language • Week 14 of 36 • Cluster 3 •
Module Module 2 • slide 3 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

SHOW

"I can explain what the metaphor means."

EXACT TEKS WORDING

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

Show what it means.

What does this metaphor help the reader understand?

"They help keep fairness shining bright."

I CAN I can explain what metaphor means in context.

Grade 5 • Cluster 3 • Figurative Language • Wednesday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: Fairness is an idea and cannot really shine. The metaphor compares fairness to a bright light.

TEKS 10(D) • Figurative Language • Week 14 of 36 • Cluster 3 •
Module Module 2 • slide 4 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

OWN

"I can write my own example of metaphor."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and 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 5 • Cluster 3 • Figurative Language • Thursday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: Answers vary. A correct answer uses metaphor clearly. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

TEKS 10(D) • Figurative Language • Week 14 of 36 • Cluster 3 •
Module Module 2 • slide 5 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend. Explain why the author used it.

Why did the author use metaphor instead of plain language?

"They help keep fairness shining bright."

Why did the author choose these words?

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

Grade 5 • Cluster 3 • Figurative Language • Friday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: The poet compares fairness to a bright light to show that learning our rights keeps fairness strong and easy to see.

TEKS 10(D) • Figurative Language • Week 14 of 36 • Cluster 3 •
 Module Module 2 • slide 6 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing **IS** a different thing.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

Find metaphor on your own.

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

Go back to the reading.

Find one more example of metaphor.

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

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

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

⌚ ~5 min

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

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

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

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

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

ANSWER KEY: Answers vary. One example: They help keep fairness shining bright.

TEKS 10(D) · Figurative Language · Week 14 of 36 · Cluster 3 ·
Module Module 2 · slide 7 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

The metaphor is in the words fairness shining bright. Fairness is an idea and cannot really shine. The metaphor compares fairness to a bright light.

CHOOSE

C. Metaphor. The words fairness shining bright show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

SHOW

Fairness is an idea and cannot really shine. The metaphor compares fairness to a bright light.

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 fairness to a bright light to show that learning our rights keeps fairness strong and easy to see.

YOUR TURN

Answers vary. One example: They help keep fairness shining bright.

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 fairness shining bright. Fairness is an idea and cannot really shine. The metaphor compares fairness to a bright light.; CHOOSE: C. Metaphor. The words fairness shining bright show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'; SHOW: Fairness is an idea and cannot really shine. The metaphor compares fairness to a bright light.; 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 fairness to a bright light to show that learning our rights keeps fairness strong and easy to see.; Your Turn: Answers vary. One example: They help keep fairness shining bright.

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.

They help keep fairness shining bright.**What does the poet compare fairness to in this line?**

- A** a star, to show fairness is far away in space
- B** a bright light, to show fairness stays strong and clear
- C** a lamp, to show that rights are sold in stores
- D** the sun, to show that fairness makes people hot

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 compare fairness to in this line?*

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

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

ANSWER KEY: The answer is 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 a star, to show fairness is far away in space**
The line does not mention stars or distance.
- B a bright light, to show fairness stays strong and clear**
Correct. Fairness cannot shine, so "shining bright" compares it to a light.
- C a lamp, to show that rights are sold in stores**
Nothing in the line is about stores.
- D the sun, to show that fairness makes people hot**
The metaphor is about staying strong, not heat.

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 star, to show fairness is far away in space: The line does not mention stars or distance.; B a bright light, to show fairness stays strong and clear: Correct. Fairness cannot shine, so "shining bright" compares it to a light.; C a lamp, to show that rights are sold in stores: Nothing in the line is about stores.; D the sun, to show that fairness makes people hot: The metaphor is about staying strong, not heat.

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

Imagery

from “A Voice of Their Own”

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 3 Module Module 3 • a class or student copy of “A Voice of Their Own” • 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 : “Long shadows stretch across the street.”
(Imagery)

Sentence : “The afternoon sun begins to sink lower in the sky.” (Imagery)

Sentence : “People walk along the street carrying baskets, barrels, and tools.” (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.

"Long shadows stretch across the street."

I CAN I can notice imagery in our reading.

Grade 5 • 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 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 Long shadows stretch. The reader can see the long evening shadows and know the day is ending.

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 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?

"Long shadows stretch across the street."

A. Imagery B. Metaphor C. Hyperbole

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

Grade 5 • 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. Imagery. The words Long shadows stretch 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 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 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 sun begins to sink lower in the sky."

I CAN I can explain what imagery means in context.

Grade 5 • 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 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 the sun going down in the afternoon sky.

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 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 5 • 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 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 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 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?

"People walk along the street carrying baskets, barrels, and tools."

Why did the author choose these words?

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

Grade 5 • 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 imagery instead of plain language?

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

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

ANSWER KEY: The author uses sight details in the stage directions so readers can picture a busy colonial town.

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 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 sun begins to sink lower in the sky.

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 imagery is in the words Long shadows stretch. The reader can see the long evening shadows and know the day is ending.

CHOOSE

A. Imagery. The words Long shadows stretch 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 the sun going down in the afternoon 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 sight details in the stage directions so readers can picture a busy colonial town.

YOUR TURN

Answers vary. One example: The afternoon sun begins to sink lower in 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 imagery is in the words Long shadows stretch. The reader can see the long evening shadows and know the day is ending.; CHOOSE: A. Imagery. The words Long shadows stretch 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 the sun going down in the afternoon 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 sight details in the stage directions so readers can picture a busy colonial town.; Your Turn: Answers vary. One example: The afternoon sun begins to sink lower in the sky.

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.

Long shadows stretch across the street.

What does the imagery in this sentence help the reader picture?

- A** a storm moving quickly into the town
- B** a crowd of people marching down the street
- C** the evening coming as the sun gets low
- D** a bright morning at the start of the day

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Grade 5 · Cluster 3 · Figurative Language

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

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

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

▶ *Read the passage and the question aloud: What does the imagery in this sentence help the reader picture?*

“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 MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is C.

- A a storm moving quickly into the town**
The sentence does not describe wind or rain.
- B a crowd of people marching down the street**
The sentence is about shadows, not people.
- C the evening coming as the sun gets low**
Correct. "Long shadows" appear late in the day when the sun is low.
- D a bright morning at the start of the day**
Long shadows show evening, not a bright morning.

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: Correct: C. Why each: A a storm moving quickly into the town: The sentence does not describe wind or rain.; B a crowd of people marching down the street: The sentence is about shadows, not people.; C the evening coming as the sun gets low: Correct. "Long shadows" appear late in the day when the sun is low.; D a bright morning at the start of the day: Long shadows show evening, not a bright morning.

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

Idiom

from “A Voice of Their Own”

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 4 • a class or student copy of “A Voice of Their Own” • 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 : “That sounds better than having no say at all.”
(Idiom)

Sentence : “Although change did not happen overnight, these discussions helped shape the future of the colonies and became an important step in the growth of American self-government.” (Idiom)

Sentence : “That sounds better than having no say at all.”
(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.

"That sounds better than having no say at all."

I CAN I can notice idiom in our reading.

Grade 5 • 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 no say. "Having a say" is an idiom that means having a part in a decision. Having no say means having no part.

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 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?

"That sounds better than having no say at all."

A. Personification B. Idiom C. Hyperbole

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

Grade 5 • Cluster 3 • Figurative Language • Tuesday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: B. Idiom. The words no say show idiom. An idiom is a phrase that means something different from the literal meaning of its words.

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 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 change did not happen overnight, these discussions helped shape the future of the colonies and became an important step in the growth of American self-government."

I CAN I can explain what idiom means in context.

Grade 5 • 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: "Overnight" here means very quickly. Change took a long time, not one night.

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 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 5 • 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 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 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?

"That sounds better than having no say at all."

Why did the author choose these words?

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

Grade 5 • 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 the idiom so Thomas can explain in simple words why people wanted a part in their government.

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 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 change did not happen overnight, these discussions helped shape the future of the colonies and became an important step in the growth of American self-government.

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**

The idiom is in the words no say. "Having a say" is an idiom that means having a part in a decision. Having no say means having no part.

CHOOSE

B. Idiom. The words no say show idiom. An idiom is a phrase that means something different from the literal meaning of its words.

SHOW

"Overnight" here means very quickly. Change took a long time, not one night.

OWN

Answers vary. A correct answer uses idiom clearly. An idiom is a phrase that means something different from the literal meaning of its words.

DEFEND

The author uses the idiom so Thomas can explain in simple words why people wanted a part in their government.

YOUR TURN

Answers vary. One example: Although change did not happen overnight, these discussions helped shape the future of the colonies and became an important step in the growth of American self-government.

**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 no say. "Having a say" is an idiom that means having a part in a decision. Having no say means having no part.; CHOOSE: B. Idiom. The words no say show idiom. An idiom is a phrase that means something different from the literal meaning of its words.; SHOW: "Overnight" here means very quickly. Change took a long time, not one night.; OWN: Answers vary. A correct answer uses idiom clearly. An idiom is a phrase that means something different from the literal meaning of its words.; DEFEND: The author uses the idiom so Thomas can explain in simple words why people wanted a part in their government.; Your Turn: Answers vary. One example: Although change did not happen overnight, these discussions helped shape the future of the colonies and became an important step in the growth of American self-government.

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.

Although change did not happen overnight, these discussions helped shape the future of the colonies and became an important step in the growth of American self-government.

What does "did not happen overnight" mean in this sentence?

- A** The change happened while people slept.
- B** The change happened only in the daytime.
- C** The change was over after one night.
- D** The change took a long time.

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Grade 5 · Cluster 3 · Figurative Language

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

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

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

▶ *Read the passage and the question aloud: What does "did not happen overnight" mean in this sentence?*

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

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

ANSWER KEY: The answer is D.

TEKS 10(D) · Figurative Language · Week 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 The change happened while people slept.**
The idiom is not about sleeping.
- B The change happened only in the daytime.**
The idiom is not about the time of day.
- C The change was over after one night.**
"did not happen overnight" means the opposite of a quick change.
- D The change took a long time.**
Correct. The idiom means change was slow, not fast.

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 change happened while people slept.: The idiom is not about sleeping.; B The change happened only in the daytime.: The idiom is not about the time of day.; C The change was over after one night.: "did not happen overnight" means the opposite of a quick change.; D The change took a long time.: Correct. The idiom means change was slow, not fast.

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

Personification

from “The Garden That Wouldn’t Grow”

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

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

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

⌚ ~5 min

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

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

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

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

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

PREP & MATERIALS: the Figurative Language slide deck for Cluster 4 Module Module 1 • a class or student copy of “The Garden That Wouldn’t Grow” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 17 of 36 • Cluster 4 •
Module Module 1 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “The roots struggle to do their job, even though water is plentiful.” (*Personification*)

Sentence : “The roots struggle to do their job, even though water is plentiful.” (*Personification*)

Sentence : “The roots struggle to do their job, even though water is plentiful.” (*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.

"The roots struggle to do their job, even though water is plentiful."

I CAN I can notice personification in our reading.

Grade 5 • 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 roots struggle to do their job. Roots are not people, so they cannot really struggle at a job. The author gives them a human effort.

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 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?

"The roots struggle to do their job, even though water is plentiful."

A. Onomatopoeia B. Alliteration C. Personification

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

Grade 5 • 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. Personification. The words roots struggle to do their job show personification. Personification gives human actions or feelings to something that is not human.

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 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?

"The roots struggle to do their job, even though water is plentiful."

I CAN I can explain what personification means in context.

Grade 5 • 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: Roots do not have jobs or try hard like people. The words show the roots cannot work well.

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 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 5 • 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 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 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?

"The roots struggle to do their job, even though water is plentiful."

Why did the author choose these words?

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

Grade 5 • 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 roots a human struggle so the reader understands the plants are failing even though they have water, which is the garden's mystery.

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 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: The roots struggle to do their job, even though water is plentiful.

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 personification is in the words roots struggle to do their job. Roots are not people, so they cannot really struggle at a job. The author gives them a human effort.

CHOOSE

C. Personification. The words roots struggle to do their job show personification. Personification gives human actions or feelings to something that is not human.

SHOW

Roots do not have jobs or try hard like people. The words show the roots cannot work well.

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 roots a human struggle so the reader understands the plants are failing even though they have water, which is the garden's mystery.

YOUR TURN

Answers vary. One example: The roots struggle to do their job, even though water is plentiful.

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 roots struggle to do their job. Roots are not people, so they cannot really struggle at a job. The author gives them a human effort.; CHOOSE: C. Personification. The words roots struggle to do their job show personification. Personification gives human actions or feelings to something that is not human.; SHOW: Roots do not have jobs or try hard like people. The words show the roots cannot work well.; 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 roots a human struggle so the reader understands the plants are failing even though they have water, which is the garden's mystery.; Your Turn: Answers vary. One example: The roots struggle to do their job, even though water is plentiful.

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 roots struggle to do their job, even though water is plentiful.**Which words give the roots a human quality?**

- A** "struggle to do their job" because roots cannot try hard at work
- B** "water is plentiful" because water is a thing that fills soil
- C** "even though" because it joins two ideas together
- D** "The roots" because roots are part of a plant

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 the roots a human quality?

"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 "struggle to do their job" because roots cannot try hard at work
Correct. Only people struggle at a job, so this is personification.

B "water is plentiful" because water is a thing that fills soil
Having lots of water is a fact, not a human action.

C "even though" because it joins two ideas together
Joining words do not give human qualities.

D "The roots" because roots are part of a plant
Naming a plant part is not personification.

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 "struggle to do their job" because roots cannot try hard at work: Correct. Only people struggle at a job, so this is personification.; B "water is plentiful" because water is a thing that fills soil: Having lots of water is a fact, not a human action.; C "even though" because it joins two ideas together: Joining words do not give human qualities.; D "The roots" because roots are part of a plant: Naming a plant part is not personification.

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

Imagery

from “The Garden That Wouldn’t Grow”

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

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

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

⌚ ~5 min

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

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

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

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

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

PREP & MATERIALS: the Figurative Language slide deck for Cluster 4 Module Module 2 • a class or student copy of “The Garden That Wouldn’t Grow” • 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 : “When she stepped into the garden, her shoes sank slightly into the soft ground.” (*Imagery*)

Sentence : “The tomato plants stretched upward, and the herbs began giving off a fresh scent whenever the wind blew across the garden.” (*Imagery*)

Sentence : “As the weeks passed, the tomato plants grew taller and began producing clusters of green tomatoes that slowly ripened into bright red fruit.” (*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.

"When she stepped into the garden, her shoes sank slightly into the soft ground."

I CAN I can notice imagery in our reading.

Grade 5 • 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 shoes sank, soft ground. The reader can feel the soft, wet ground under Kendrix's shoes.

TEKS 10(D) • Figurative Language • Week 18 of 36 • Cluster 4 •
Module Module 2 • slide 2 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may call any 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?

"When she stepped into the garden, her shoes sank slightly into the soft ground."

A. Imagery B. Hyperbole C. Simile

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

Grade 5 • Cluster 4 • Figurative Language • Tuesday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: A. Imagery. The words shoes sank, soft 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 18 of 36 • Cluster 4 •
Module Module 2 • slide 3 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may call any 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 tomato plants stretched upward, and the herbs began giving off a fresh scent whenever the wind blew across the garden."

I CAN I can explain what imagery means in context.

Grade 5 • 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 smell the herbs and feel the wind in the garden.

TEKS 10(D) • Figurative Language • Week 18 of 36 • Cluster 4 •
Module Module 2 • slide 4 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may call any 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 5 • 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 18 of 36 • Cluster 4 •
Module Module 2 • slide 5 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may call any 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?

"As the weeks passed, the tomato plants grew taller and began producing clusters of green tomatoes that slowly ripened into bright red fruit."

Why did the author choose these words?

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

Grade 5 • 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 color words so the reader can see that the garden has become healthy again.

TEKS 10(D) • Figurative Language • Week 18 of 36 • Cluster 4 •
 Module Module 2 • slide 6 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may call any 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 tomato plants stretched upward, and the herbs began giving off a fresh scent whenever the wind blew across the garden.

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 imagery is in the words shoes sank, soft ground. The reader can feel the soft, wet ground under Kendrix's shoes.

CHOOSE

A. Imagery. The words shoes sank, soft 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 smell the herbs and feel the wind in the garden.

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 color words so the reader can see that the garden has become healthy again.

YOUR TURN

Answers vary. One example: The tomato plants stretched upward, and the herbs began giving off a fresh scent whenever the wind blew across the garden.

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 shoes sank, soft ground. The reader can feel the soft, wet ground under Kendrix's shoes.; CHOOSE: A. Imagery. The words shoes sank, soft 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 smell the herbs and feel the wind in the garden.; 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 color words so the reader can see that the garden has become healthy again.; Your Turn: Answers vary. One example: The tomato plants stretched upward, and the herbs began giving off a fresh scent whenever the wind blew across the garden.

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.

The soil became overly wet and muddy, and many of the leaves started to turn yellow.**What does the imagery in this sentence help the reader understand?**

- A** The plants were growing strong after the rain.
- B** The plants were getting sick from too much water.
- C** The garden needed more water to stay healthy.
- D** The leaves changed color because fall had begun.

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

What You Know

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

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

▶ Read the passage and the question aloud: *What does the imagery in this sentence help the reader understand?*

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

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

ANSWER KEY: The answer is 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 The plants were growing strong after the rain.**
Yellow leaves show sickness, not strength.
- B The plants were getting sick from too much water.**
Correct. "wet and muddy" soil and leaves that "turn yellow" show the plants are unhealthy.
- C The garden needed more water to stay healthy.**
The soil is already too wet, so more water is wrong.
- D The leaves changed color because fall had begun.**
The passage is in spring, and the cause is too much water.

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 plants were growing strong after the rain.: Yellow leaves show sickness, not strength.; B The plants were getting sick from too much water.: Correct. "wet and muddy" soil and leaves that "turn yellow" show the plants are unhealthy.; C The garden needed more water to stay healthy.: The soil is already too wet, so more water is wrong.; D The leaves changed color because fall had begun.: The passage is in spring, and the cause is too much water.

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

Metaphor

from “Words That Changed a Nation”

A metaphor compares two things by saying one thing IS another, without using ‘like’ or ‘as.’

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

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

⌚ ~5 min

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

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

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

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

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

PREP & MATERIALS: the Figurative Language slide deck for Cluster 4 Module Module 3 • a class or student copy of “Words That Changed a Nation” • 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 Declaration of Independence announced the birth of a new nation, but it also created a set of ideals that challenged future generations to continue improving the country.” (*Metaphor*)

Sentence : “One major turning point came after the French and Indian War, which ended in 1763.” (*Metaphor*)

Sentence : “The Declaration of Independence announced the birth of a new nation, but it also created a set of ideals that challenged future generations to continue improving the country.” (*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 Declaration of Independence announced the birth of a new nation, but it also created a set of ideals that challenged future generations to continue improving the country."

I CAN I can notice metaphor in our reading.

Grade 5 • Cluster 4 • Figurative Language • Monday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: The metaphor is in the words the birth of a new nation. A nation is not a baby. The metaphor compares the start of the United States to a birth.

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 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 Declaration of Independence announced the birth of a new nation, but it also created a set of ideals that challenged future generations to continue improving the country."

A. Idiom B. Metaphor C. Personification

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

Grade 5 • 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. Metaphor. The words the birth of a new nation show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

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 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?

"One major turning point came after the French and Indian War, which ended in 1763."

I CAN I can explain what metaphor means in context.

Grade 5 • Cluster 4 • Figurative Language • Wednesday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: History did not really turn. The metaphor means a moment when things changed direction.

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 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 5 • Cluster 4 • Figurative Language • Thursday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: Answers vary. A correct answer uses metaphor clearly. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

TEKS 10(D) • Figurative Language • Week 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 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 Declaration of Independence announced the birth of a new nation, but it also created a set of ideals that challenged future generations to continue improving the country."

Why did the author choose these words?

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

Grade 5 • Cluster 4 • Figurative Language • Friday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: The author compares the start of the country to a birth to show it was brand new and had its whole life ahead.

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 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: One major turning point came after the French and Indian War, which ended in 1763.

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 metaphor is in the words the birth of a new nation. A nation is not a baby. The metaphor compares the start of the United States to a birth.

CHOOSE

B. Metaphor. The words the birth of a new nation show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

SHOW

History did not really turn. The metaphor means a moment when things changed direction.

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 the start of the country to a birth to show it was brand new and had its whole life ahead.

YOUR TURN

Answers vary. One example: One major turning point came after the French and Indian War, which ended in 1763.

**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 birth of a new nation. A nation is not a baby. The metaphor compares the start of the United States to a birth.; CHOOSE: B. Metaphor. The words the birth of a new nation show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'; SHOW: History did not really turn. The metaphor means a moment when things changed direction.; 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 the start of the country to a birth to show it was brand new and had its whole life ahead.; Your Turn: Answers vary. One example: One major turning point came after the French and Indian War, which ended in 1763.

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 Declaration of Independence announced the birth of a new nation, but it also created a set of ideals that challenged future generations to continue improving the country.

What does the author mean by "the birth of a new nation"?

- A** A baby was born on the day the document was signed.
- B** The document was written in a hospital.
- C** The United States was just beginning as a country.
- D** The colonies had always been one nation.

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Grade 5 · Cluster 4 · Figurative Language

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

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

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

▶ Read the passage and the question aloud: What does the author mean by "the birth of a new nation"?

"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** A baby was born on the day the document was signed.
No real baby is being described.
- B** The document was written in a hospital.
Nothing in the excerpt mentions a hospital.
- C** The United States was just beginning as a country.
Correct. The metaphor compares the new country to a newborn.
- D** The colonies had always been one nation.
"new nation" shows the country was just starting.

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: Correct: C. Why each: A A baby was born on the day the document was signed.: No real baby is being described.; B The document was written in a hospital.: Nothing in the excerpt mentions a hospital.; C The United States was just beginning as a country.: Correct. The metaphor compares the new country to a newborn.; D The colonies had always been one nation.: "new nation" shows the country was just starting.

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

Idiom

from “Words That Changed a Nation”

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 4 • a class or student copy of “Words That Changed a Nation” • 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 : “Even as the ink dried on the document, the conversations it started did not disappear.” (*Idiom*)

Sentence : “Even as the ink dried on the document, the conversations it started did not disappear.” (*Idiom*)

Sentence : “Even as the ink dried on the document, the conversations it started did not disappear.” (*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.

"Even as the ink dried on the document, the conversations it started did not disappear."

I CAN I can notice idiom in our reading.

Grade 5 • 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 Even as the ink dried. "As the ink dried" is an idiom that means right after something was written or signed.

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 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?

"Even as the ink dried on the document, the conversations it started did not disappear."

A. Alliteration B. Personification C. Idiom

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

Grade 5 • 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. Idiom. The words Even as the ink dried show idiom. An idiom is a phrase that means something different from the literal meaning of its words.

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 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?

"Even as the ink dried on the document, the conversations it started did not disappear."

I CAN I can explain what idiom means in context.

Grade 5 • 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: "As the ink dried" is an idiom that means right after something was written or signed.

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 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 5 • 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 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 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?

"Even as the ink dried on the document, the conversations it started did not disappear."

Why did the author choose these words?

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

Grade 5 • Cluster 4 • Figurative Language • Friday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: The author uses the idiom to show that people began arguing about the ideas as soon as the Declaration was signed.

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 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: Even as the ink dried on the document, the conversations it started did not disappear.

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 idiom is in the words Even as the ink dried. "As the ink dried" is an idiom that means right after something was written or signed.

CHOOSE

C. Idiom. The words Even as the ink dried show idiom. An idiom is a phrase that means something different from the literal meaning of its words.

SHOW

"As the ink dried" is an idiom that means right after something was written or signed.

OWN

Answers vary. A correct answer uses idiom clearly. An idiom is a phrase that means something different from the literal meaning of its words.

DEFEND

The author uses the idiom to show that people began arguing about the ideas as soon as the Declaration was signed.

YOUR TURN

Answers vary. One example: Even as the ink dried on the document, the conversations it started did not disappear.

**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 Even as the ink dried. "As the ink dried" is an idiom that means right after something was written or signed.; CHOOSE: C. Idiom. The words Even as the ink dried show idiom. An idiom is a phrase that means something different from the literal meaning of its words.; SHOW: "As the ink dried" is an idiom that means right after something was written or signed.; OWN: Answers vary. A correct answer uses idiom clearly. An idiom is a phrase that means something different from the literal meaning of its words.; DEFEND: The author uses the idiom to show that people began arguing about the ideas as soon as the Declaration was signed.; Your Turn: Answers vary. One example: Even as the ink dried on the document, the conversations it started did not disappear.

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.

Even as the ink dried on the document, the conversations it started did not disappear.**What does "even as the ink dried" mean in this sentence?**

- A** while people waited for the paper to dry
- B** after many years had gone by
- C** before anyone had written the document
- D** right after the document was finished

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Grade 5 · Cluster 4 · Figurative Language

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

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

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

▶ Read the passage and the question aloud: What does "even as the ink dried" mean in this sentence?

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

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

ANSWER KEY: The answer is D.TEKS 10(D) · Figurative Language · Week 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 while people waited for the paper to dry**
The idiom is not about waiting for real ink to dry.
- B after many years had gone by**
The idiom means right away, not years later.
- C before anyone had written the document**
The document had already been written.
- D right after the document was finished**
Correct. The idiom means very soon after the writing was done.

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 while people waited for the paper to dry: The idiom is not about waiting for real ink to dry.; B after many years had gone by: The idiom means right away, not years later.; C before anyone had written the document: The document had already been written.; D right after the document was finished: Correct. The idiom means very soon after the writing was done.

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

Idiom

from “A Difficult Compromise”

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 1 • a class or student copy of “A Difficult Compromise” • 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 : “Voices were raised, and some delegates worried the meeting might fall apart.” (*Idiom*)

Sentence : “The delegates in Philadelphia were trying to hold the states together, but their solution came at a heavy cost.” (*Idiom*)

Sentence : “Northern states pushed back.” (*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.

"Voices were raised, and some delegates worried the meeting might fall apart."

I CAN I can notice idiom in our reading.

Grade 5 • 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 fall apart. A meeting cannot break into pieces. The idiom means it might fail.

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 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?

"Voices were raised, and some delegates worried the meeting might fall apart."

A. Idiom B. Simile C. Imagery

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

Grade 5 • 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. Idiom. The words fall apart show idiom. An idiom is a phrase that means something different from the literal meaning of its words.

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 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?

"The delegates in Philadelphia were trying to hold the states together, but their solution came at a heavy cost."

I CAN I can explain what idiom means in context.

Grade 5 • 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: The cost was not money or weight. The idiom means the solution caused great harm.

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 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 5 • 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 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 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?

"Northern states pushed back."

Why did the author choose these words?

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

Grade 5 • 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 the idiom to show the Northern states strongly disagreed without needing a long explanation.

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 read an idiom word for word. Ask what the whole phrase means together.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

Find idiom on your own.

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

Go back to the reading.

Find one more example of idiom.

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

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

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

⌚ ~5 min

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

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

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

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

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

ANSWER KEY: Answers vary. One example: The delegates in Philadelphia were trying to hold the states together, but their solution came at a heavy cost.

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 idiom is in the words fall apart. A meeting cannot break into pieces. The idiom means it might fail.

CHOOSE

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

SHOW

The cost was not money or weight. The idiom means the solution caused great harm.

OWN

Answers vary. A correct answer uses idiom clearly. An idiom is a phrase that means something different from the literal meaning of its words.

DEFEND

The author uses the idiom to show the Northern states strongly disagreed without needing a long explanation.

YOUR TURN

Answers vary. One example: The delegates in Philadelphia were trying to hold the states together, but their solution came at a heavy cost.

**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 fall apart. A meeting cannot break into pieces. The idiom means it might fail.; CHOOSE: A. Idiom. The words fall apart show idiom. An idiom is a phrase that means something different from the literal meaning of its words.; SHOW: The cost was not money or weight. The idiom means the solution caused great harm.; OWN: Answers vary. A correct answer uses idiom clearly. An idiom is a phrase that means something different from the literal meaning of its words.; DEFEND: The author uses the idiom to show the Northern states strongly disagreed without needing a long explanation.; Your Turn: Answers vary. One example: The delegates in Philadelphia were trying to hold the states together, but their solution came at a heavy cost.

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.

Voices were raised, and some delegates worried the meeting might fall apart.**What does "fall apart" mean in this sentence?**

- A** The meeting might fail without an agreement.
- B** The meeting room might break into pieces.
- C** The delegates might fall down from their chairs.
- D** The meeting might end early for a meal.

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 "fall apart" 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 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 The meeting might fail without an agreement.**
Correct. "Fall apart" is an idiom meaning to fail.
- B The meeting room might break into pieces.**
The room is not really breaking.
- C The delegates might fall down from their chairs.**
No one is really falling down.
- D The meeting might end early for a meal.**
The idiom is about failing, not a meal break.

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: Correct: A. Why each: A The meeting might fail without an agreement.: Correct. "Fall apart" is an idiom meaning to fail.; B The meeting room might break into pieces.: The room is not really breaking.; C The delegates might fall down from their chairs.: No one is really falling down.; D The meeting might end early for a meal.: The idiom is about failing, not a meal break.

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 “A Difficult Compromise”

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 “A Difficult Compromise” • 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 : “In the Senate, each state would have two members.” (*Literal*)

Sentence : “The Civil War began soon afterward.” (*Literal*)

Sentence : “After the war, the Thirteenth Amendment ended slavery in the United States.” (*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?

"In the Senate, each state would have two members."

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

Grade 5 • 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 is literal. It tells exactly how many senators each state gets.

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?

"In the Senate, each state would have two members."

A. Literal B. Simile C. Personification

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

Grade 5 • Cluster 5 • Figurative Language • Tuesday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: A. Literal. This is literal. It tells exactly how many senators each state gets.

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?

"The Civil War began soon afterward."

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

Grade 5 • 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 is literal. It tells when a real war started.

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 5 • 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?

"After the war, the Thirteenth Amendment ended slavery in the United States."

Why did the author choose these words?

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

Grade 5 • 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 plain, literal words to report a serious historical fact clearly and exactly.

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: The Civil War began soon afterward.

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 is literal. It tells exactly how many senators each state gets.

CHOOSE

A. Literal. This is literal. It tells exactly how many senators each state gets.

SHOW

This is literal. It tells when a real war started.

OWN

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

DEFEND

The author uses plain, literal words to report a serious historical fact clearly and exactly.

YOUR TURN

Answers vary. One example: The Civil War began soon afterward.

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. It tells exactly how many senators each state gets.; CHOOSE: A. Literal. This is literal. It tells exactly how many senators each state gets.; SHOW: This is literal. It tells when a real war started.; OWN: Answers vary. The literal sentence means exactly what it says; the figurative sentence compares, exaggerates, or gives human traits.; DEFEND: The author uses plain, literal words to report a serious historical fact clearly and exactly.; Your Turn: Answers vary. One example: The Civil War began soon afterward.

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.

In the Senate, each state would have two members.

Is this sentence literal or figurative?

- A** figurative, because the Senate acts like a person
- B** literal, because it states a real rule about the Senate
- C** figurative, because it compares states to members
- D** figurative, because it exaggerates the number two

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Grade 5 · Cluster 5 · Figurative Language

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

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

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

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

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

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

ANSWER KEY: The answer is 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 Senate acts like a person**
The Senate does not act human in this sentence.
- B** **literal, because it states a real rule about the Senate**
Correct. The words mean exactly what they say. A figurative version might call the Senate a family of states.
- C** **figurative, because it compares states to members**
Nothing is compared using like or as.
- D** **figurative, because it exaggerates the number two**
Two is the real number, not an exaggeration.

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 Senate acts like a person: The Senate does not act human in this sentence.; B literal, because it states a real rule about the Senate: Correct. The words mean exactly what they say. A figurative version might call the Senate a family of states.; C figurative, because it compares states to members: Nothing is compared using like or as.; D figurative, because it exaggerates the number two: Two is the real number, not an exaggeration.

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

Imagery

from “A Visit to the Workshop”

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 3 • a class or student copy of “A Visit to the Workshop” • 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 : “The room smelled like oil, metal, smoke, and heated wire.” (*Imagery*)

Sentence : “The room filled with a steady, warm light.” (*Imagery*)

Sentence : “Her family used oil lamps that flickered and sometimes filled the air with smoke.” (*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 room smelled like oil, metal, smoke, and heated wire."

I CAN I can notice imagery in our reading.

Grade 5 • 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 smelled, oil, metal, smoke, and heated wire. These words help the reader smell the busy workshop.

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 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 room smelled like oil, metal, smoke, and heated wire."

A. Personification B. Idiom C. Imagery

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

Grade 5 • 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: C. Imagery. The words smelled, oil, metal, smoke, and heated wire 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 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 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 room filled with a steady, warm light."

I CAN I can explain what imagery means in context.

Grade 5 • 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 see and almost feel the glow of the bulb.

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 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 5 • 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 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 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?

"Her family used oil lamps that flickered and sometimes filled the air with smoke."

Why did the author choose these words?

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

Grade 5 • 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 describes the smoky, flickering lamps so readers can compare them with the steady electric light.

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 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 room filled with a steady, warm light.

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 imagery is in the words smelled, oil, metal, smoke, and heated wire. These words help the reader smell the busy workshop.

CHOOSE

C. Imagery. The words smelled, oil, metal, smoke, and heated wire 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 and almost feel the glow of the bulb.

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 describes the smoky, flickering lamps so readers can compare them with the steady electric light.

YOUR TURN

Answers vary. One example: The room filled with a steady, warm light.

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 smelled, oil, metal, smoke, and heated wire. These words help the reader smell the busy workshop.; CHOOSE: C. Imagery. The words smelled, oil, metal, smoke, and heated wire 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 and almost feel the glow of the bulb.; 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 describes the smoky, flickering lamps so readers can compare them with the steady electric light.; Your Turn: Answers vary. One example: The room filled with a steady, warm light.

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.

The room smelled like oil, metal, smoke, and heated wire.

Which sense does the imagery in this sentence mostly use?

- A taste, because it names foods Zaylen could eat
- B hearing, because it names machine sounds
- C smell, because it names what the workshop smelled of
- D touch, because it names how the tools felt

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Grade 5 · 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: Which sense does the imagery in this sentence mostly 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 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 taste, because it names foods Zaylen could eat**
Oil and metal are not foods.
- B hearing, because it names machine sounds**
No sounds are named in this sentence.
- C smell, because it names what the workshop smelled of**
Correct. "smelled" and "smoke" appeal to the sense of smell.
- D touch, because it names how the tools felt**
The sentence tells smells, not how things felt.

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 taste, because it names foods Zaylen could eat: Oil and metal are not foods.; B hearing, because it names machine sounds: No sounds are named in this sentence.; C smell, because it names what the workshop smelled of: Correct. "smelled" and "smoke" appeal to the sense of smell.; D touch, because it names how the tools felt: The sentence tells smells, not how things felt.

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

Onomatopoeia

from “A Visit to the Workshop”

Onomatopoeia is a word that sounds like what it describes.

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

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

⌚ ~5 min

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

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

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

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

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

PREP & MATERIALS: the Figurative Language slide deck for Cluster 5 Module Module 4 • a class or student copy of “A Visit to the Workshop” • 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 : “Suddenly, there was a sharp pop.”
(*Onomatopoeia*)

Sentence : “A machine gave off a low humming sound.”
(*Onomatopoeia*)

Sentence : “Their footsteps tapped against the sidewalk, and their shadows moved beside them.” (*Onomatopoeia*)

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice onomatopoeia in the reading."

EXACT TEKS WORDING

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

Notice the onomatopoeia.

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

"Suddenly, there was a sharp pop."

I CAN I can notice onomatopoeia in our reading.

Grade 5 • 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 onomatopoeia in the reading."

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

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

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

ANSWER KEY: The onomatopoeia is in the words pop. "Pop" sounds like the noise the bulb made when it broke.

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 loud word onomatopoeia. The word itself must imitate the sound.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

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

Choose the correct type.

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

"Suddenly, there was a sharp pop."

A. Onomatopoeia B. Imagery C. Alliteration

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

Grade 5 • 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. Onomatopoeia. The words pop show onomatopoeia. Onomatopoeia is a word that sounds like what it describes.

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 loud word onomatopoeia. The word itself must imitate the sound.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

SHOW

"I can explain what the onomatopoeia means."

EXACT TEKS WORDING

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

Show what it means.

What does this onomatopoeia help the reader understand?

"A machine gave off a low humming sound."

I CAN I can explain what onomatopoeia means in context.

Grade 5 • 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 onomatopoeia means."

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

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

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

ANSWER KEY: "Humming" imitates the low sound of the machine.

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 loud word onomatopoeia. The word itself must imitate the sound.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

OWN

"I can write my own example of onomatopoeia."

EXACT TEKS WORDING

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

Own it. Write your own.

Write your own sentence using onomatopoeia.

Write your own sentence using onomatopoeia.

I CAN I can write my own sentence using onomatopoeia.

Grade 5 • 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 onomatopoeia."

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

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

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

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

TEKS 10(D) • Figurative Language • Week 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 loud word onomatopoeia. The word itself must imitate the sound.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend. Explain why the author used it.

Why did the author use onomatopoeia instead of plain language?

"Their footsteps tapped against the sidewalk, and their shadows moved beside 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 5 • 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 onomatopoeia instead of plain language?

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

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

ANSWER KEY: The author uses sound words so the reader can hear the quiet walk home after the noisy workshop.

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 loud word onomatopoeia. The word itself must imitate the sound.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

Find onomatopoeia on your own.

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

Go back to the reading.

Find one more example of onomatopoeia.

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

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

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

⌚ ~5 min

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

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

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

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

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

ANSWER KEY: Answers vary. One example: A machine gave off a low humming sound.

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 onomatopoeia is in the words pop. "Pop" sounds like the noise the bulb made when it broke.

CHOOSE

A. Onomatopoeia. The words pop show onomatopoeia. Onomatopoeia is a word that sounds like what it describes.

SHOW

"Humming" imitates the low sound of the machine.

OWN

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

DEFEND

The author uses sound words so the reader can hear the quiet walk home after the noisy workshop.

YOUR TURN

Answers vary. One example: A machine gave off a low humming sound.

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: NOTICE: The onomatopoeia is in the words pop. "Pop" sounds like the noise the bulb made when it broke.; CHOOSE: A. Onomatopoeia. The words pop show onomatopoeia. Onomatopoeia is a word that sounds like what it describes.; SHOW: "Humming" imitates the low sound of the machine.; OWN: Answers vary. A correct answer uses onomatopoeia clearly. Onomatopoeia is a word that sounds like what it describes.; DEFEND: The author uses sound words so the reader can hear the quiet walk home after the noisy workshop.; Your Turn: Answers vary. One example: A machine gave off a low humming sound.

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.

Suddenly, there was a sharp pop.**Which word in the sentence imitates a sound?**

- A** "Suddenly" because it tells when it happened
- B** "sharp" because it describes a pointed edge
- C** "there" because it points to a place
- D** "pop" because it sounds like the bulb breaking

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 word in the sentence imitates a sound?

“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** "Suddenly" because it tells when it happened
"Suddenly" tells time, not a sound.
- B** "sharp" because it describes a pointed edge
"Sharp" describes the sound but does not imitate it.
- C** "there" because it points to a place
"There" is not a sound word.
- D** "pop" because it sounds like the bulb breaking
Correct. "Pop" is onomatopoeia; it sounds like the noise it names.

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 "Suddenly" because it tells when it happened: "Suddenly" tells time, not a sound.; B "sharp" because it describes a pointed edge: "Sharp" describes the sound but does not imitate it.; C "there" because it points to a place: "There" is not a sound word.; D "pop" because it sounds like the bulb breaking: Correct. "Pop" is onomatopoeia; it sounds like the noise it names.

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

Idiom

from “A Voice in the Community”

An idiom is a phrase that means something different from the literal meaning of its words.

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

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

⌚ ~5 min

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

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

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

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

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

PREP & MATERIALS: the Figurative Language slide deck for Cluster 6 Module Module 1 • a class or student copy of “A Voice in the Community” • 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 : “Local decisions often affect people more quickly because they are made close to home.” (*Idiom*)

Sentence : “By voting or speaking up, people can have a say in those decisions.” (*Idiom*)

Sentence : “Local decisions often affect people more quickly because they are made close to home.” (*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.

"Local decisions often affect people more quickly because they are made close to home."

I CAN I can notice idiom in our reading.

Grade 5 • Cluster 6 • Figurative Language • Monday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: The idiom is in the words close to home. "Close to home" means nearby and connected to people's own lives.

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 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?

"Local decisions often affect people more quickly because they are made close to home."

A. Onomatopoeia B. Idiom C. Simile

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

Grade 5 • 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. Idiom. The words close to home show idiom. An idiom is a phrase that means something different from the literal meaning of its words.

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 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?

"By voting or speaking up, people can have a say in those decisions."

I CAN I can explain what idiom means in context.

Grade 5 • Cluster 6 • Figurative Language • Wednesday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: "Have a say" means to have a part in deciding something.

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 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 5 • Cluster 6 • Figurative Language • Thursday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: Answers vary. A correct answer uses idiom clearly. An idiom is a phrase that means something different from the literal meaning of its words.

TEKS 10(D) • Figurative Language • Week 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 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?

"Local decisions often affect people more quickly because they are made close to home."

Why did the author choose these words?

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

Grade 5 • Cluster 6 • Figurative Language • Friday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: The author uses the idiom to show that local choices touch people's own everyday lives.

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 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: By voting or speaking up, people can have a say in those decisions.

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 idiom is in the words close to home. "Close to home" means nearby and connected to people's own lives.

CHOOSE

B. Idiom. The words close to home show idiom. An idiom is a phrase that means something different from the literal meaning of its words.

SHOW

"Have a say" means to have a part in deciding something.

OWN

Answers vary. A correct answer uses idiom clearly. An idiom is a phrase that means something different from the literal meaning of its words.

DEFEND

The author uses the idiom to show that local choices touch people's own everyday lives.

YOUR TURN

Answers vary. One example: By voting or speaking up, people can have a say in those decisions.

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 close to home. "Close to home" means nearby and connected to people's own lives.; CHOOSE: B. Idiom. The words close to home show idiom. An idiom is a phrase that means something different from the literal meaning of its words.; SHOW: "Have a say" means to have a part in deciding something.; OWN: Answers vary. A correct answer uses idiom clearly. An idiom is a phrase that means something different from the literal meaning of its words.; DEFEND: The author uses the idiom to show that local choices touch people's own everyday lives.; Your Turn: Answers vary. One example: By voting or speaking up, people can have a say in those decisions.

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 voting or speaking up, people can have a say in those decisions.**What does "have a say" mean in this sentence?**

- A** have a part in making the decision
- B** talk loudly in a public place
- C** read a speech written by a leader
- D** tell a story to a group of friends

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 "have a say" 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 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

have a part in making the decision

Correct. "Have a say" is an idiom meaning to take part in deciding.

B

talk loudly in a public place

The idiom is not about how loud people talk.

C

read a speech written by a leader

Reading someone else's speech is not the meaning.

D

tell a story to a group of friends

The idiom is about decisions, not stories.

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 have a part in making the decision: Correct. "Have a say" is an idiom meaning to take part in deciding.; B talk loudly in a public place: The idiom is not about how loud people talk.; C read a speech written by a leader: Reading someone else's speech is not the meaning.; D tell a story to a group of friends: The idiom is about decisions, not stories.

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

Literal and Figurative Language

from “A Voice in the Community”

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 2 • a class or student copy of “A Voice in the Community” • 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 : “A proposed law may not pass.” (*Literal*)

Sentence : “A candidate may lose an election.” (*Literal*)

Sentence : “Voting is one of the best-known forms of civic participation.” (*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 proposed law may not pass."

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

Grade 5 • 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 is literal. It means a new law might not get enough votes.

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 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 proposed law may not pass."

A. Literal B. Simile C. Personification

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

Grade 5 • 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 is literal. It means a new law might not get enough votes.

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 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 candidate may lose an election."

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

Grade 5 • 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 is literal. A person running for office might not win.

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 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 5 • 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 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 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?

"Voting is one of the best-known forms of civic participation."

Why did the author choose these words?

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

Grade 5 • 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 statements so readers clearly understand that taking part does not always bring the hoped result.

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 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 candidate may lose an election.

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

Literal. This is literal. It means a new law might not get enough votes.

CHOOSE

A. Literal. This is literal. It means a new law might not get enough votes.

SHOW

This is literal. A person running for office might not win.

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 statements so readers clearly understand that taking part does not always bring the hoped result.

YOUR TURN

Answers vary. One example: A candidate may lose an election.

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. It means a new law might not get enough votes.; CHOOSE: A. Literal. This is literal. It means a new law might not get enough votes.; SHOW: This is literal. A person running for office might not win.; 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 statements so readers clearly understand that taking part does not always bring the hoped result.; Your Turn: Answers vary. One example: A candidate may lose an election.

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.

A candidate may lose an election.

Is this sentence literal or figurative?

- A** figurative, because the election acts like a person
- B** literal, because a person running may really not win
- C** figurative, because the candidate is compared to a game
- D** figurative, because it greatly stretches the truth

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Grade 5 · 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 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** **figurative, because the election acts like a person**
The election does not act human here.
- B** **literal, because a person running may really not win**
Correct. The words mean exactly what they say. A figurative version might say the candidate was crushed.
- C** **figurative, because the candidate is compared to a game**
There is no comparison using like or as.
- D** **figurative, because it greatly stretches the truth**
Losing an election really happens. Nothing is stretched.

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 election acts like a person: The election does not act human here.; B literal, because a person running may really not win: Correct. The words mean exactly what they say. A figurative version might say the candidate was crushed.; C figurative, because the candidate is compared to a game: There is no comparison using like or as.; D figurative, because it greatly stretches the truth: Losing an election really happens. Nothing is stretched.

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

Personification

from “A Gift that Welcomed Millions”

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 3 • a class or student copy of “A Gift that Welcomed Millions” • 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 : “The statue seemed to stand watch over the harbor, greeting every ship that passed.” (*Personification*)

Sentence : “The morning mist curled around its base, while sunlight touched the crown on its head.” (*Personification*)

Sentence : “The statue seemed to stand watch over the harbor, greeting every ship that passed.” (*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.

"The statue seemed to stand watch over the harbor, greeting every ship that passed."

I CAN I can notice personification in our reading.

Grade 5 • 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 stand watch, greeting every ship. A statue cannot guard or greet. The author gives it human actions to show it seemed to welcome people.

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 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?

"The statue seemed to stand watch over the harbor, greeting every ship that passed."

A. Personification B. Alliteration C. Imagery

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

Grade 5 • 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: A. Personification. The words stand watch, greeting every ship show personification. Personification gives human actions or feelings to something that is not human.

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 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?

"The morning mist curled around its base, while sunlight touched the crown on its head."

I CAN I can explain what personification means in context.

Grade 5 • 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: Sunlight cannot reach out and touch. The words show light shining on the crown.

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 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 5 • 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 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 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?

"The statue seemed to stand watch over the harbor, greeting every ship that passed."

Why did the author choose these words?

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

Grade 5 • 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 makes the statue seem to greet ships to show how welcome the immigrants felt when they saw it.

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 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: The morning mist curled around its base, while sunlight touched the crown on its head.

TEKS 10(D) · Figurative Language · Week 27 of 36 · Cluster 6 ·
Module Module 3 · slide 7 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE

The personification is in the words stand watch, greeting every ship. A statue cannot guard or greet. The author gives it human actions to show it seemed to welcome people.

CHOOSE

A. Personification. The words stand watch, greeting every ship show personification. Personification gives human actions or feelings to something that is not human.

SHOW

Sunlight cannot reach out and touch. The words show light shining on the crown.

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 statue seem to greet ships to show how welcome the immigrants felt when they saw it.

YOUR TURN

Answers vary. One example: The morning mist curled around its base, while sunlight touched the crown on its head.

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 stand watch, greeting every ship. A statue cannot guard or greet. The author gives it human actions to show it seemed to welcome people.; CHOOSE: A. Personification. The words stand watch, greeting every ship show personification. Personification gives human actions or feelings to something that is not human.; SHOW: Sunlight cannot reach out and touch. The words show light shining on the crown.; 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 statue seem to greet ships to show how welcome the immigrants felt when they saw it.; Your Turn: Answers vary. One example: The morning mist curled around its base, while sunlight touched the crown on its head.

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.

The statue seemed to stand watch over the harbor, greeting every ship that passed.

Why does the author describe the statue as "greeting every ship that passed"?

- A to show that the statue could really move its arm
- B to show that sailors waved at the statue
- C to show that the statue seemed to welcome newcomers
- D to show that the statue stopped ships from passing

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Grade 5 · Cluster 6 · Figurative Language

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

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

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

▶ Read the passage and the question aloud: Why does the author describe the statue as "greeting every ship that passed"?

"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** to show that the statue could really move its arm
A statue cannot really move. That is why this is personification.
- B** to show that sailors waved at the statue
The sentence is about the statue, not sailors.
- C** to show that the statue seemed to welcome newcomers
Correct. A statue cannot greet; the human action shows it felt welcoming.
- D** to show that the statue stopped ships from passing
Greeting is welcoming, not stopping ships.

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 that the statue could really move its arm: A statue cannot really move. That is why this is personification.; B to show that sailors waved at the statue: The sentence is about the statue, not sailors.; C to show that the statue seemed to welcome newcomers: Correct. A statue cannot greet; the human action shows it felt welcoming.; D to show that the statue stopped ships from passing: Greeting is welcoming, not stopping ships.

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

Imagery

from “A Gift that Welcomed Millions”

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 4 • a class or student copy of “A Gift that Welcomed Millions” • 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 : “Day after day, gray waves had rolled past the ship.” (*Imagery*)

Sentence : “The air was warm and close, and the sound of coughing often kept her awake.” (*Imagery*)

Sentence : “Rosa’s feet ached, and Marco complained that he was hungry.” (*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.

"Day after day, gray waves had rolled past the ship."

I CAN I can notice imagery in our reading.

Grade 5 • 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 gray waves had rolled. The reader can see the gray ocean rolling past, day after day.

TEKS 10(D) • Figurative Language • Week 28 of 36 • Cluster 6 •
Module Module 4 • slide 2 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may call any 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?

"Day after day, gray waves had rolled past the ship."

A. Simile B. Imagery C. Onomatopoeia

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

Grade 5 • Cluster 6 • Figurative Language • Tuesday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: B. Imagery. The words gray waves had rolled 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 28 of 36 • Cluster 6 •
 Module Module 4 • slide 3 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may call any 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 air was warm and close, and the sound of coughing often kept her awake."

I CAN I can explain what imagery means in context.

Grade 5 • 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 stuffy air and hear the coughing below deck.

TEKS 10(D) • Figurative Language • Week 28 of 36 • Cluster 6 •
Module Module 4 • slide 4 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may call any 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 5 • 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 28 of 36 • Cluster 6 •
Module Module 4 • slide 5 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may call any 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?

"Rosa's feet ached, and Marco complained that he was hungry."

Why did the author choose these words?

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

Grade 5 • 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 describes aching feet and hunger so the reader feels how long and tiring the wait was.

TEKS 10(D) • Figurative Language • Week 28 of 36 • Cluster 6 •
 Module Module 4 • slide 6 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may call any 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 air was warm and close, and the sound of coughing often kept her awake.

TEKS 10(D) · Figurative Language · Week 28 of 36 · Cluster 6 ·
Module Module 4 · slide 7 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE

The imagery is in the words *gray waves had rolled*. The reader can see the *gray* ocean rolling past, day after day.

CHOOSE

B. Imagery. The words *gray waves had rolled* 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 stuffy air and hear the coughing below deck.

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 describes aching feet and hunger so the reader feels how long and tiring the wait was.

YOUR TURN

Answers vary. One example: The air was warm and close, and the sound of coughing often kept her awake.

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 *gray waves had rolled*. The reader can see the *gray* ocean rolling past, day after day.; CHOOSE: B. Imagery. The words *gray waves had rolled* 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 stuffy air and hear the coughing below deck.; 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 describes aching feet and hunger so the reader feels how long and tiring the wait was.; Your Turn: Answers vary. One example: The air was warm and close, and the sound of coughing often kept her awake.

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.

The air was warm and close, and the sound of coughing often kept her awake.

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

- A sight and taste, seeing food and tasting bread
- B smell only, smelling the salty ocean
- C sight only, seeing waves outside a window
- D touch and hearing, feeling stuffy air and hearing coughs

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Grade 5 · 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 sentence 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 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 sight and taste, seeing food and tasting bread**
No food or tastes are named in this sentence.
- B smell only, smelling the salty ocean**
The sentence does not name any smell.
- C sight only, seeing waves outside a window**
The sentence names feelings and sounds, not sights.
- D touch and hearing, feeling stuffy air and hearing coughs**
Correct. "warm and close" is felt and "coughing" is 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 sight and taste, seeing food and tasting bread: No food or tastes are named in this sentence.; B smell only, smelling the salty ocean: The sentence does not name any smell.; C sight only, seeing waves outside a window: The sentence names feelings and sounds, not sights.; D touch and hearing, feeling stuffy air and hearing coughs: Correct. "warm and close" is felt and "coughing" is heard.

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

Metaphor

from “One Voice Can Start a Wave”

A metaphor compares two things by saying one thing IS another, without using ‘like’ or ‘as.’

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

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

⌚ ~5 min

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

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

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

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

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

PREP & MATERIALS: the Figurative Language slide deck for Cluster 7 Module Module 1 • a class or student copy of “One Voice Can Start a Wave” • 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 : “Their separate voices formed a choir; Their shared concerns became a fire.” (*Metaphor*)

Sentence : “Different accounts were people’s lens.” (*Metaphor*)

Sentence : “One voice can start a lasting wave.” (*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.

"Their separate voices formed a choir; Their shared concerns became a fire."

I CAN I can notice metaphor in our reading.

Grade 5 • 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 voices formed a choir, concerns became a fire. The colonists did not really sing or burn. The metaphors say their voices joined together and their worries grew strong.

TEKS 10(D) • Figurative Language • Week 29 of 36 • Cluster 7 •
Module Module 1 • slide 2 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

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

Choose the correct type.

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

"Their separate voices formed a choir; Their shared concerns became a fire."

A. Personification B. Hyperbole C. Metaphor

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

Grade 5 • 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 voices formed a choir, concerns became a fire show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

TEKS 10(D) • Figurative Language • Week 29 of 36 • Cluster 7 •
 Module Module 1 • slide 3 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

SHOW

"I can explain what the metaphor means."

EXACT TEKS WORDING

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

Show what it means.

What does this metaphor help the reader understand?

"Different accounts were people's lens."

I CAN I can explain what metaphor means in context.

Grade 5 • 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 story is not really a lens. The metaphor means each account shaped how people saw the event.

TEKS 10(D) • Figurative Language • Week 29 of 36 • Cluster 7 •
Module Module 1 • slide 4 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

OWN

"I can write my own example of metaphor."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and 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 5 • Cluster 7 • Figurative Language • Thursday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: Answers vary. A correct answer uses metaphor clearly. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

TEKS 10(D) • Figurative Language • Week 29 of 36 • Cluster 7 •
Module Module 1 • slide 5 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend. Explain why the author used it.

Why did the author use metaphor instead of plain language?

"One voice can start a lasting wave."

Why did the author choose these words?

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

Grade 5 • 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 change to a wave to show how one voice can grow into a movement that keeps spreading.

TEKS 10(D) • Figurative Language • Week 29 of 36 • Cluster 7 •
 Module Module 1 • slide 6 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

Find metaphor on your own.

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

Go back to the reading.

Find one more example of metaphor.

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

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

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

⌚ ~5 min

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

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

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

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

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

ANSWER KEY: Answers vary. One example: Different accounts were people's lens.

TEKS 10(D) · Figurative Language · Week 29 of 36 · Cluster 7 ·
Module Module 1 · slide 7 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE

The metaphor is in the words voices formed a choir, concerns became a fire. The colonists did not really sing or burn. The metaphors say their voices joined together and their worries grew strong.

CHOOSE

C. Metaphor. The words voices formed a choir, concerns became a fire show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'

SHOW

A story is not really a lens. The metaphor means each account shaped how people saw the event.

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 change to a wave to show how one voice can grow into a movement that keeps spreading.

YOUR TURN

Answers vary. One example: Different accounts were people's lens.

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 voices formed a choir, concerns became a fire. The colonists did not really sing or burn. The metaphors say their voices joined together and their worries grew strong.; CHOOSE: C. Metaphor. The words voices formed a choir, concerns became a fire show metaphor. A metaphor compares two things by saying one thing IS another, without using 'like' or 'as.'; SHOW: A story is not really a lens. The metaphor means each account shaped how people saw the event.; 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 change to a wave to show how one voice can grow into a movement that keeps spreading.; Your Turn: Answers vary. One example: Different accounts were people's lens.

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.

Their separate voices formed a choir; Their shared concerns became a fire.**What does the poet mean by saying the colonists' voices "formed a choir"?**

- A** Many people began speaking together with one message.
- B** The colonists joined a church choir to sing songs.
- C** The colonists stopped talking and listened quietly.
- D** Each colonist sang a different song alone.

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 colonists' voices "formed a choir"?*

"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 Many people began speaking together with one message.

Correct. A choir is many voices as one, so the metaphor shows unity.

B The colonists joined a church choir to sing songs.

No one is really singing in church.

C The colonists stopped talking and listened quietly.

A choir makes sound; it does not mean silence.

D Each colonist sang a different song alone.

A choir sings together, not alone.

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 Many people began speaking together with one message.: Correct. A choir is many voices as one, so the metaphor shows unity.; B The colonists joined a church choir to sing songs.: No one is really singing in church.; C The colonists stopped talking and listened quietly.: A choir makes sound; it does not mean silence.; D Each colonist sang a different song alone.: A choir sings together, not alone.

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

Personification

from “One Voice Can Start a Wave”

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 2 • a class or student copy of “One Voice Can Start a Wave” • 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 : “A question grows and conquers fears.”
(Personification)

Sentence : “Placed limits on what power saw.”
(Personification)

Sentence : “A question grows and conquers fears.”
(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 question grows and conquers fears."

I CAN I can notice personification in our reading.

Grade 5 • 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 conquers fears. A question cannot fight or win battles. The poet gives it a human action to show questions help people feel brave.

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 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 question grows and conquers fears."

A. Personification B. Imagery C. Idiom

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

Grade 5 • 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. Personification. The words conquers fears show personification. Personification gives human actions or feelings to something that is not human.

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 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?

"Placed limits on what power saw."

I CAN I can explain what personification means in context.

Grade 5 • 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: Power is an idea and cannot see. The words show the government's power was kept in check.

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 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 5 • 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 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 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 question grows and conquers fears."

Why did the author choose these words?

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

Grade 5 • 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 shows a question winning a battle to show that asking questions gives people courage.

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 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: Placed limits on what power saw.

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 personification is in the words conquers fears. A question cannot fight or win battles. The poet gives it a human action to show questions help people feel brave.

CHOOSE

A. Personification. The words conquers fears show personification. Personification gives human actions or feelings to something that is not human.

SHOW

Power is an idea and cannot see. The words show the government's power was kept in check.

OWN

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

DEFEND

The poet shows a question winning a battle to show that asking questions gives people courage.

YOUR TURN

Answers vary. One example: Placed limits on what power saw.

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 conquers fears. A question cannot fight or win battles. The poet gives it a human action to show questions help people feel brave.; CHOOSE: A. Personification. The words conquers fears show personification. Personification gives human actions or feelings to something that is not human.; SHOW: Power is an idea and cannot see. The words show the government's power was kept in check.; OWN: Answers vary. A correct answer uses personification clearly. Personification gives human actions or feelings to something that is not human.; DEFEND: The poet shows a question winning a battle to show that asking questions gives people courage.; Your Turn: Answers vary. One example: Placed limits on what power saw.

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.

A question grows and conquers fears.**Which words give a human action to something that is not human?**

- A** "A question" because it is something people ask
- B** "conquers fears" because a question cannot fight and win
- C** "grows" because plants grow in the ground
- D** "fears" because people feel afraid sometimes

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 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 "A question" because it is something people ask**
Naming a question is not giving it a human action.
- B "conquers fears" because a question cannot fight and win**
Correct. Conquering is a human action, and a question is not a person.
- C "grows" because plants grow in the ground**
Growing is not only a human action, so it is not the best choice.
- D "fears" because people feel afraid sometimes**
People having fears is literal.

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 question" because it is something people ask: Naming a question is not giving it a human action.; B "conquers fears" because a question cannot fight and win: Correct. Conquering is a human action, and a question is not a person.; C "grows" because plants grow in the ground: Growing is not only a human action, so it is not the best choice.; D "fears" because people feel afraid sometimes: People having fears is literal.

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

Imagery

from “Try, Learn, Change”

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

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

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

⌚ ~5 min

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

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

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

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

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

PREP & MATERIALS: the Figurative Language slide deck for Cluster 7 Module Module 3 • a class or student copy of “Try, Learn, Change” • 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 : “In Kendrix’s garden, leaves grew pale;”
(Imagery)

Sentence : “A wire broke, a bulb went black;” (Imagery)

Sentence : “She added water, sure and fast, But muddy soil appeared at last.” (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.

"In Kendrix's garden, leaves grew pale;"

I CAN I can notice imagery in our reading.

Grade 5 • Cluster 7 • Figurative Language • Monday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: The imagery is in the words leaves grew pale. The reader can see the leaves losing their green color.

TEKS 10(D) • Figurative Language • Week 31 of 36 • Cluster 7 •
Module Module 3 • slide 2 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

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

Choose the correct type.

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

"In Kendrix's garden, leaves grew pale;"

A. Onomatopoeia B. Imagery C. Alliteration

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

Grade 5 • Cluster 7 • Figurative Language • Tuesday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: B. Imagery. The words leaves grew pale show imagery. Imagery uses sensory details to help the reader see, hear, feel, taste, or smell what the author describes.

TEKS 10(D) • Figurative Language • Week 31 of 36 • Cluster 7 •
Module Module 3 • slide 3 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

SHOW

"I can explain what the imagery means."

EXACT TEKS WORDING

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

Show what it means.

What does this imagery help the reader understand?

"A wire broke, a bulb went black;"

I CAN I can explain what imagery means in context.

Grade 5 • Cluster 7 • Figurative Language • Wednesday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: The reader can see the light go dark when the wire breaks.

TEKS 10(D) • Figurative Language • Week 31 of 36 • Cluster 7 •
Module Module 3 • slide 4 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

OWN

"I can write my own example of imagery."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and 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 5 • Cluster 7 • Figurative Language • Thursday

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

⌚ ~4 min

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

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

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

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

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

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

TEKS 10(D) • Figurative Language • Week 31 of 36 • Cluster 7 •
Module Module 3 • slide 5 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and 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 added water, sure and fast, But muddy soil appeared at last."

Why did the author choose these words?

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

Grade 5 • Cluster 7 • Figurative Language • Friday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: The poet uses sight and touch details so the reader can picture the mistake before Kendrix learns from it.

TEKS 10(D) • Figurative Language • Week 31 of 36 • Cluster 7 •
 Module Module 3 • slide 6 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find imagery on your own.

Go back to the passage. Find one more example of imagery. Write the words and explain what they mean.

Go back to the reading.

Find one more example of imagery.

Copy the exact words. Then explain what they mean and why the author used them.

I CAN I can find and explain imagery on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to find and use figurative language on your own."

▶ *Read the Your Turn task: Go back to the passage. Find one more example of imagery. Write the words and explain what they mean. Students work independently on the tracking sheet.*

"Think about what the words really mean, not just what they say on the surface."

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: A wire broke, a bulb went black;

TEKS 10(D) · Figurative Language · Week 31 of 36 · Cluster 7 ·
Module Module 3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.

NOTICE

The imagery is in the words leaves grew pale. The reader can see the leaves losing their green color.

CHOOSE

B. Imagery. The words leaves grew pale 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 the light go dark when the wire breaks.

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 poet uses sight and touch details so the reader can picture the mistake before Kendrix learns from it.

YOUR TURN

Answers vary. One example: A wire broke, a bulb went black;

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 leaves grew pale. The reader can see the leaves losing their green color.; CHOOSE: B. Imagery. The words leaves grew pale 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 the light go dark when the wire breaks.; 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 poet uses sight and touch details so the reader can picture the mistake before Kendrix learns from it.; Your Turn: Answers vary. One example: A wire broke, a bulb went black;

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.

In Kendrix's garden, leaves grew pale;

What does the imagery in this line help the reader see?

- A** leaves growing bigger and greener
- B** flowers blooming in bright colors
- C** leaves losing their healthy green color
- D** a garden covered with fresh snow

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 line help the reader see?*

“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** leaves growing bigger and greener
"pale" means faded, not greener.
- B** flowers blooming in bright colors
No flowers are in this line.
- C** leaves losing their healthy green color
Correct. "pale" leaves look faded and unhealthy.
- D** a garden covered with fresh snow
The line does not mention snow.

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 leaves growing bigger and greener: "pale" means faded, not greener.; B flowers blooming in bright colors: No flowers are in this line.; C leaves losing their healthy green color: Correct. "pale" leaves look faded and unhealthy.; D a garden covered with fresh snow: The line does not mention snow.

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

Personification

from “Try, Learn, Change”

Personification gives human actions or feelings to something that is not human.

This deck teaches **figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying figurative language. Our focus is personification.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Authors use figurative language to help readers see, feel, and understand ideas in new ways. This week, we will look for examples in our reading and think about why the author chose those words.”

▶ Point to the five thinking levels. Preview the week: we **NOTICE** figurative language in the reading, **CHOOSE** the correct type, **SHOW** what it means, **OWN** it by writing our own, then **DEFEND** why the author used it.

PREP & MATERIALS: the Figurative Language slide deck for Cluster 7 Module Module 4 • a class or student copy of “Try, Learn, Change” • 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 : “The evidence refused to fit The answer she had chosen first.” (*Personification*)

Sentence : “A challenge tells us something’s new,” (*Personification*)

Sentence : “First stop and see what facts tell you.” (*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.

"The evidence refused to fit The answer she had chosen first."

I CAN I can notice personification in our reading.

Grade 5 • 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 evidence refused. Evidence cannot refuse like a person. The poet shows the facts did not match Kendrix's answer.

TEKS 10(D) • Figurative Language • Week 32 of 36 • Cluster 7 •
Module Module 4 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call a person's action personification. Personification only happens when something NOT human acts or feels like a person.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing figurative language. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can identify the type of language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes"

Choose the correct type.

What kind of language does the author use in this sentence?

"The evidence refused to fit The answer she had chosen first."

A. Hyperbole B. Simile C. Personification

I CAN I can identify the type of language the author uses and explain how I know.

Grade 5 • 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 evidence refused show personification. Personification gives human actions or feelings to something that is not human.

TEKS 10(D) • Figurative Language • Week 32 of 36 • Cluster 7 •
 Module Module 4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call a person's action personification. Personification only happens when something NOT human acts or feels like a person.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about identifying the type. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can explain what the personification means."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes"

Show what it means.

What does this personification help the reader understand?

"A challenge tells us something's new,"

I CAN I can explain what personification means in context.

Grade 5 • 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 challenge cannot talk. The words mean a problem shows us that something has changed.

TEKS 10(D) • Figurative Language • Week 32 of 36 • Cluster 7 •
Module Module 4 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call a person's action personification. Personification only happens when something NOT human acts or feels like a person.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can write my own example of personification."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and 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 5 • Cluster 7 • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own example of personification."

▶ Read the I can statement aloud, then the task on the slide: Own it. Write your own. Write your own sentence using personification.

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Answers vary. A correct answer uses personification clearly. Personification gives human actions or feelings to something that is not human.

TEKS 10(D) • Figurative Language • Week 32 of 36 • Cluster 7 •
 Module Module 4 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call a person's action personification. Personification only happens when something NOT human acts or feels like a person.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about creating their own example. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose these words."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes"

Defend. Explain why the author used it.

Why did the author use personification instead of plain language?

"First stop and see what facts tell you."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 5 • 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 has facts "tell" us things to show that we should listen to evidence before we decide.

TEKS 10(D) • Figurative Language • Week 32 of 36 • Cluster 7 •
 Module Module 4 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain in their own words what the figurative language means.

COMMON MISCONCEPTION

Students may call a person's action personification. Personification only happens when something NOT human acts or feels like a person.

POSSIBLE STUDENT QUESTION

Is this real or made up? Figurative language is not literally true, but it helps the reader understand an idea in a new way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about analyzing the author's purpose. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next level's move early, which primes them for their own writing tomorrow.

Find personification on your own.

Go back to the passage. Find one more example of personification. Write the words and explain what they mean.

Go back to the reading.

Find one more example of personification.

Copy the exact words. Then explain what they mean and why the author used them.

I CAN I can find and explain personification on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to find and use figurative language on your own.”

▶ *Read the Your Turn task: Go back to the passage. Find one more example of personification. Write the words and explain what they mean. Students work independently on the tracking sheet.*

“Think about what the words really mean, not just what they say on the surface.”

▶ *Circulate and note who can identify figurative language and explain its meaning independently.*

ANSWER KEY: Answers vary. One example: A challenge tells us something's new,

TEKS 10(D) · Figurative Language · Week 32 of 36 · Cluster 7 ·
Module Module 4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.

NOTICE

The personification is in the words evidence refused. Evidence cannot refuse like a person. The poet shows the facts did not match Kendrix's answer.

CHOOSE

C. Personification. The words evidence refused show personification. Personification gives human actions or feelings to something that is not human.

SHOW

A challenge cannot talk. The words mean a problem shows us that something has changed.

OWN

Answers vary. A correct answer uses personification clearly. Personification gives human actions or feelings to something that is not human.

DEFEND

The poet has facts "tell" us things to show that we should listen to evidence before we decide.

YOUR TURN

Answers vary. One example: A challenge tells us something's new,

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 evidence refused. Evidence cannot refuse like a person. The poet shows the facts did not match Kendrix's answer.; CHOOSE: C. Personification. The words evidence refused show personification. Personification gives human actions or feelings to something that is not human.; SHOW: A challenge cannot talk. The words mean a problem shows us that something has changed.; OWN: Answers vary. A correct answer uses personification clearly. Personification gives human actions or feelings to something that is not human.; DEFEND: The poet has facts "tell" us things to show that we should listen to evidence before we decide.; Your Turn: Answers vary. One example: A challenge tells us something's new,

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 evidence refused to fit The answer she had chosen first.**Why does the poet say the evidence "refused to fit"?**

- A** to show that Kendrix refused to look at the facts
- B** to show that the garden was too small to fit plants
- C** to show that Kendrix's answer was right all along
- D** to show the facts did not match Kendrix's first answer

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Grade 5 · Cluster 7 · Figurative Language

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show ⌚ ~4 min
What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."▶ *Read the passage and the question aloud: Why does the poet say the evidence "refused to fit"?***"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 MISCONCEPTIONPicking the literal meaning instead of the figurative one.
Remind students that figurative language means something beyond the surface words.**POSSIBLE STUDENT QUESTION**

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is D.

- A** to show that Kendrix refused to look at the facts
The evidence refuses in the lines, not Kendrix.
- B** to show that the garden was too small to fit plants
The lines are about facts, not garden space.
- C** to show that Kendrix's answer was right all along
The facts did not match, so her first answer was wrong.
- D** to show the facts did not match Kendrix's first answer
Correct. Evidence cannot refuse, so the human action shows the facts disagreed with her guess.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is D. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: D. Why each: A to show that Kendrix refused to look at the facts: The evidence refuses in the lines, not Kendrix.; B to show that the garden was too small to fit plants: The lines are about facts, not garden space.; C to show that Kendrix's answer was right all along: The facts did not match, so her first answer was wrong.; D to show the facts did not match Kendrix's first answer: Correct. Evidence cannot refuse, so the human action shows the facts disagreed with her guess.

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

Idiom

from “From Protest to Participation: How a Nation Changes”

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 8 Module Module 1 • a class or student copy of “From Protest to Participation: How a Nation Changes” • 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 : “Having a voice does not mean saying whatever comes to mind as loudly as possible.” (*Idiom*)

Sentence : “Having a voice does not mean saying whatever comes to mind as loudly as possible.” (*Idiom*)

Sentence : “Having a voice does not mean saying whatever comes to mind as loudly as possible.” (*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.

"Having a voice does not mean saying whatever comes to mind as loudly as possible."

I CAN I can notice idiom in our reading.

Grade 5 • Cluster 8 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice 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 comes to mind. Thoughts do not really walk into your mind. "Comes to mind" means a thought you have right away.

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 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?

"Having a voice does not mean saying whatever comes to mind as loudly as possible."

A. Idiom B. Hyperbole C. Metaphor

I CAN I can identify the type of language the author uses and explain how I know.

Grade 5 • Cluster 8 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I statement aloud, then the task on the slide: Choose the correct type. What kind of language does the author use in this sentence?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: A. Idiom. The words comes to mind show idiom. An idiom is a phrase that means something different from the literal meaning of its words.

TEKS 10(D) • Figurative Language • Week 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 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?

"Having a voice does not mean saying whatever comes to mind as loudly as possible."

I CAN I can explain what idiom means in context.

Grade 5 • Cluster 8 • Figurative Language • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what the 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: Thoughts do not really walk into your mind. "Comes to mind" means a thought you have right away.

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 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 5 • Cluster 8 • Figurative Language • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own example of 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 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 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?

"Having a voice does not mean saying whatever comes to mind as loudly as possible."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 5 • Cluster 8 • Figurative Language • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose these words."

▶ Read the I can statement aloud, then the task on the slide: Defend.
 Explain why the author used it. Why did the author use idiom instead of plain language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: The author uses the idiom to warn that good citizens think before they speak instead of saying the first thought they have.

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 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: Having a voice does not mean saying whatever comes to mind as loudly as possible.

TEKS 10(D) · Figurative Language · Week 33 of 36 · Cluster 8 ·
Module Module 1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.

NOTICE

The idiom is in the words comes to mind. Thoughts do not really walk into your mind. "Comes to mind" means a thought you have right away.

CHOOSE

A. Idiom. The words comes to mind show idiom. An idiom is a phrase that means something different from the literal meaning of its words.

SHOW

Thoughts do not really walk into your mind. "Comes to mind" means a thought you have right away.

OWN

Answers vary. A correct answer uses idiom clearly. An idiom is a phrase that means something different from the literal meaning of its words.

DEFEND

The author uses the idiom to warn that good citizens think before they speak instead of saying the first thought they have.

YOUR TURN

Answers vary. One example: Having a voice does not mean saying whatever comes to mind as loudly as possible.

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 comes to mind. Thoughts do not really walk into your mind. "Comes to mind" means a thought you have right away.; CHOOSE: A. Idiom. The words comes to mind show idiom. An idiom is a phrase that means something different from the literal meaning of its words.; SHOW: Thoughts do not really walk into your mind. "Comes to mind" means a thought you have right away.; OWN: Answers vary. A correct answer uses idiom clearly. An idiom is a phrase that means something different from the literal meaning of its words.; DEFEND: The author uses the idiom to warn that good citizens think before they speak instead of saying the first thought they have.; Your Turn: Answers vary. One example: Having a voice does not mean saying whatever comes to mind as loudly as possible.

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.

Having a voice does not mean saying whatever comes to mind as loudly as possible.**What does "whatever comes to mind" mean in this sentence?**

- A** any thought a person has without stopping to think
- B** an idea that someone else says out loud
- C** a thought that travels from one town to another
- D** a fact that a person looks up in a book

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Grade 5 · Cluster 8 · Figurative Language

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show ~4 min
What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▶ Read the passage and the question aloud: What does "whatever comes to mind" mean in this sentence?

"Read all four choices before you decide. Think about what the words really mean in this passage."

▶ Give think time. Have students choose privately before any discussion.

ANSWER KEY: The answer is 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 any thought a person has without stopping to think
Correct. The idiom means the first thoughts a person has.

B an idea that someone else says out loud
The idiom is about your own thoughts, not someone else's.

C a thought that travels from one town to another
Thoughts do not really travel. The words are not literal.

D a fact that a person looks up in a book
Looking up facts is the careful choice the author wants.

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 any thought a person has without stopping to think: Correct. The idiom means the first thoughts a person has.; B an idea that someone else says out loud: The idiom is about your own thoughts, not someone else's.; C a thought that travels from one town to another: Thoughts do not really travel. The words are not literal.; D a fact that a person looks up in a book: Looking up facts is the careful choice the author wants.

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 “From Protest to Participation: How a Nation Changes”

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 “From Protest to Participation: How a Nation Changes” • the student tracking sheet • pencils

TEKS 10(D) • Figurative Language • Week 34 of 36 • Cluster 8 •
Module Module 2 • slide 1 of 10

FIGURATIVE LANGUAGE IN THE READING

Sentence : “The Stamp Act placed taxes on printed materials.” (*Literal*)

Sentence : “Some signed petitions.” (*Literal*)

Sentence : “In 1787, delegates met at the Constitutional Convention.” (*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?

"The Stamp Act placed taxes on printed materials."

I CAN I can tell whether the author's words are literal or figurative.

Grade 5 • Cluster 8 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can tell if language is literal or figurative."

▶ Read the I can statement aloud, then the task on the slide: Notice the language. Read this sentence from the passage. Does it mean exactly what it says?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Literal. This is literal. The law really taxed printed paper.

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?

"The Stamp Act placed taxes on printed materials."

A. Literal B. Simile C. Personification

I CAN I can identify the type of language the author uses and explain how I know.

Grade 5 • Cluster 8 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct type. Is this sentence literal, or does it use a kind of figurative language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: A. Literal. This is literal. The law really taxed printed paper.

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?

"Some signed petitions."

I CAN I can explain what literal language tells the reader.

Grade 5 • 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 is literal. Some colonists really signed their names on petitions.

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 5 • 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?

"In 1787, delegates met at the Constitutional Convention."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 5 · 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 facts so readers know exactly when and where a real event happened.

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: Some signed petitions.

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 is literal. The law really taxed printed paper.

CHOOSE

A. Literal. This is literal. The law really taxed printed paper.

SHOW

This is literal. Some colonists really signed their names on petitions.

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 facts so readers know exactly when and where a real event happened.

YOUR TURN

Answers vary. One example: Some signed petitions.

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. The law really taxed printed paper.; CHOOSE: A. Literal. This is literal. The law really taxed printed paper.; SHOW: This is literal. Some colonists really signed their names on petitions.; 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 facts so readers know exactly when and where a real event happened.; Your Turn: Answers vary. One example: Some signed petitions.

TEKS 10(D) · Figurative Language · Week 34 of 36 · Cluster 8 ·
Module Module 2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

The Stamp Act placed taxes on printed materials.**Is this sentence literal or figurative?**

- A** figurative, because the law acts like a living person
- B** literal, because the law really taxed printed items
- C** figurative, because it compares taxes to paper
- D** figurative, because it stretches the size of the tax

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Grade 5 · 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 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** **figurative, because the law acts like a living person**
Laws taxing things is a real job of laws, not a human action.
- B** **literal, because the law really taxed printed items**
Correct. A law placing taxes is an ordinary, literal statement.
- C** **figurative, because it compares taxes to paper**
Nothing is compared using like or as.
- D** **figurative, because it stretches the size of the tax**
The sentence states a fact without exaggeration.

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 law acts like a living person: Laws taxing things is a real job of laws, not a human action.; B literal, because the law really taxed printed items: Correct. A law placing taxes is an ordinary, literal statement.; C figurative, because it compares taxes to paper: Nothing is compared using like or as.; D figurative, because it stretches the size of the tax: The sentence states a fact without exaggeration.

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 “From Protest to Participation: How a Nation Changes”

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 “From Protest to Participation: How a Nation Changes” • 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 : “Merchants participated in boycotts by refusing to purchase certain British goods.” (*Literal*)

Sentence : “The first ten amendments became known as the Bill of Rights.” (*Literal*)

Sentence : “Voting is one important form of participation.” (*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?

"Merchants participated in boycotts by refusing to purchase certain British goods."

I CAN I can tell whether the author's words are literal or figurative.

Grade 5 • Cluster 8 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can tell if language is literal or figurative."

▶ Read the I can statement aloud, then the task on the slide: Notice the language. Read this sentence from the passage. Does it mean exactly what it says?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Literal. This is literal. Merchants really did not buy British goods.

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?

"Merchants participated in boycotts by refusing to purchase certain British goods."

A. Literal B. Simile C. Personification

I CAN I can identify the type of language the author uses and explain how I know.

Grade 5 • Cluster 8 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct type. Is this sentence literal, or does it use a kind of figurative language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: A. Literal. This is literal. Merchants really did not buy British goods.

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?

"The first ten amendments became known as the Bill of Rights."

I CAN I can explain what literal language tells the reader.

Grade 5 • 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 is literal. It tells the real name of the first ten amendments.

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 5 • 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?

"Voting is one important form of participation."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 5 • 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 a literal statement so readers know exactly one real way citizens take part.

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: The first ten amendments became known as the Bill of Rights.

TEKS 10(D) · Figurative Language · Week 35 of 36 · Cluster 8 ·
Module Module 3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who can identify figurative language and explain what it means without help.

COMMON MISCONCEPTION

A student may identify vivid description as figurative language. Remind them that figurative language compares or represents something in a way that is not literally true.

POSSIBLE STUDENT QUESTION

Can one sentence have more than one kind of figurative language? Yes, and good readers notice every layer.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Watch for confident, accurate identification and explanation.

RAISE THE THINKING

Ask an early finisher to write a sentence using a different type of figurative language about the same topic.

Answers, across the five thinking levels.

NOTICE

Literal. This is literal. Merchants really did not buy British goods.

CHOOSE

A. Literal. This is literal. Merchants really did not buy British goods.

SHOW

This is literal. It tells the real name of the first ten amendments.

OWN

Answers vary. The literal sentence means exactly what it says; the figurative sentence compares, exaggerates, or gives human traits.

DEFEND

The author uses a literal statement so readers know exactly one real way citizens take part.

YOUR TURN

Answers vary. One example: The first ten amendments became known as the Bill of Rights.

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. Merchants really did not buy British goods.; CHOOSE: A. Literal. This is literal. Merchants really did not buy British goods.; SHOW: This is literal. It tells the real name of the first ten amendments.; OWN: Answers vary. The literal sentence means exactly what it says; the figurative sentence compares, exaggerates, or gives human traits.; DEFEND: The author uses a literal statement so readers know exactly one real way citizens take part.; Your Turn: Answers vary. One example: The first ten amendments became known as the Bill of Rights.

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.

Merchants participated in boycotts by refusing to purchase certain British goods.**Is this sentence literal or figurative?**

- A** figurative, because the goods are given human feelings
- B** figurative, because it compares merchants to soldiers
- C** literal, because the merchants really stopped buying the goods
- D** figurative, because it exaggerates what the merchants did

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Grade 5 · 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 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 the goods are given human feelings**
The goods do not think or feel.
- B** **figurative, because it compares merchants to soldiers**
No comparison using like or as appears.
- C** **literal, because the merchants really stopped buying the goods**
Correct. The words mean exactly what happened. A figurative version might say merchants turned their backs on Britain.
- D** **figurative, because it exaggerates what the merchants did**
Refusing to buy is exactly what happened, not stretched.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is C. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice missed part of the meaning. When we can name why an answer is wrong, we get better at understanding figurative language.”

▶ *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: C. Why each: A figurative, because the goods are given human feelings: The goods do not think or feel.; B figurative, because it compares merchants to soldiers: No comparison using like or as appears.; C literal, because the merchants really stopped buying the goods: Correct. The words mean exactly what happened. A figurative version might say merchants turned their backs on Britain.; D figurative, because it exaggerates what the merchants did: Refusing to buy is exactly what happened, not stretched.

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 “From Protest to Participation: How a Nation Changes”

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 “From Protest to Participation: How a Nation Changes” • 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 produced more goods at home rather than buying imported products.” (*Literal*)

Sentence : “Its tablet connects it to July 4, 1776.” (*Literal*)

Sentence : “Enslaved people were denied freedom.” (*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 produced more goods at home rather than buying imported products."

I CAN I can tell whether the author's words are literal or figurative.

Grade 5 • Cluster 8 • Figurative Language • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can tell if language is literal or figurative."

▶ Read the I can statement aloud, then the task on the slide: Notice the language. Read this sentence from the passage. Does it mean exactly what it says?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: Literal. This is literal. Families really made their own goods.

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 produced more goods at home rather than buying imported 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 5 • Cluster 8 • Figurative Language • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can identify the type of language."

▶ Read the I can statement aloud, then the task on the slide: Choose the correct type. Is this sentence literal, or does it use a kind of figurative language?

"Let's look at this example together, then you will try it on your tracking sheet."

▶ Model the example on the slide, then have students write their own answer in that row of the tracking sheet.

ANSWER KEY: A. Literal. This is literal. Families really made their own goods.

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.

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POSSIBLE STUDENT QUESTION

Is this real 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?

"Its tablet connects it to July 4, 1776."

I CAN I can explain what literal language tells the reader.

Grade 5 • 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 is literal. The date on the statue's tablet is real.

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 5 • 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?

"Enslaved people were denied freedom."

Why did the author choose these words?

I CAN I can explain why the author chose this language and what purpose it serves.

Grade 5 • 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 states this fact plainly so readers understand the serious truth without any softening.

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: Its tablet connects it to July 4, 1776.

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 is literal. Families really made their own goods.

CHOOSE

A. Literal. This is literal. Families really made their own goods.

SHOW

This is literal. The date on the statue's tablet is real.

OWN

Answers vary. The literal sentence means exactly what it says; the figurative sentence compares, exaggerates, or gives human traits.

DEFEND

The author states this fact plainly so readers understand the serious truth without any softening.

YOUR TURN

Answers vary. One example: Its tablet connects it to July 4, 1776.

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. Families really made their own goods.; CHOOSE: A. Literal. This is literal. Families really made their own goods.; SHOW: This is literal. The date on the statue's tablet is real.; OWN: Answers vary. The literal sentence means exactly what it says; the figurative sentence compares, exaggerates, or gives human traits.; DEFEND: The author states this fact plainly so readers understand the serious truth without any softening.; Your Turn: Answers vary. One example: Its tablet connects it to July 4, 1776.

TEKS 10(D) · Figurative Language · Week 36 of 36 · Cluster 8 ·
Module Module 4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the figurative language means, not just name the type.

COMMON MISCONCEPTION

Naming the type without explaining its meaning. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why does the author use figurative language instead of just saying it plainly? Because figurative language creates a picture, feeling, or emphasis that plain words cannot.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for explanations of purpose.

RAISE THE THINKING

Ask a student to explain how the figurative language connects to the author's larger message.

READ THIS PASSAGE EXCERPT.

Families produced more goods at home rather than buying imported products.**Is this sentence literal or figurative?**

- A** figurative, because homes are compared to factories
- B** figurative, because the products are given feelings
- C** figurative, because it exaggerates how much was made
- D** literal, because families really made their own goods

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Grade 5 · 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 D.TEKS 10(D) · Figurative Language · Week 36 of 36 · Cluster 8 ·
Module Module 4 · slide 9 of 10**CHECK FOR UNDERSTANDING**

Students choose based on meaning, not on which answer sounds the fanciest.

COMMON MISCONCEPTION

Picking the literal meaning instead of the figurative one. Remind students that figurative language means something beyond the surface words.

POSSIBLE STUDENT QUESTION

How do I know which answer is right? Go back to the passage and think about what the author is really trying to say with those words.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: explain figurative meaning under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is D.

- A** **figurative, because homes are compared to factories**
There is no comparison using like or as.
- B** **figurative, because the products are given feelings**
The products do not act human.
- C** **figurative, because it exaggerates how much was made**
The sentence gives a real fact, not an exaggeration.
- D** **literal, because families really made their own goods**
Correct. The words mean exactly what they say. A figurative version might say every home became a busy factory.

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 homes are compared to factories: There is no comparison using like or as.; B figurative, because the products are given feelings: The products do not act human.; C figurative, because it exaggerates how much was made: The sentence gives a real fact, not an exaggeration.; D literal, because families really made their own goods: Correct. The words mean exactly what they say. A figurative version might say every home became a busy factory.

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.