

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Imagery is language that uses the senses: sight, sound, touch, taste, and smell. Authors use imagery so I can see, hear, or feel what is happening in the reading. When I find imagery, I ask: Which words help me picture this, and what sense do they use?

THIS WEEK’S DEVICE

Imagery

from “The Mystery of the Traveling Shell”

Find how the author uses imagery in our reading.

This deck teaches **imagery** 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 learning about imagery. Imagery is language that uses the senses: sight, sound, touch, taste, and smell.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is The Mystery of the Traveling Shell. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Prepare Module M1
• a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(D) • Literary Devices • Sheet 1 of 36 • Prepare •
Module M1 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what imagery means in their own words.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

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

Notice the imagery.

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

"Inside rested a small, pearly seashell."

I CAN I can notice imagery in our reading.

Grade 3 • Prepare • Literary Devices • 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 our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show imagery."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

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

TEKS 3.10(D) • Literary Devices • Sheet 1 of 36 • Prepare •
Module M1 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows imagery."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows imagery. Which one?

- A. Inside rested a small, pearly seashell.
 B. Her second clue was the map.
 C. Still, one shell was not enough evidence.

I CAN I can choose the sentence that shows imagery and explain why.

Grade 3 • Prepare • Literary Devices • 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 choose the sentence that shows imagery and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows imagery. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: A. A uses the sight words small and pearly. B and C give information but no sensory details.

TEKS 3.10(D) • Literary Devices • Sheet 1 of 36 • Prepare •
 Module M1 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what imagery does."

EXACT TEKS WORDING

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

Show what the imagery does.

What does the imagery in this sentence help you see, hear, feel, or understand?

"Blue lines curved across the map."

I CAN I can explain what imagery does in the reading.

Grade 3 • Prepare • Literary Devices • 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 imagery does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the imagery in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: The reader can picture the blue, curving rivers drawn on the map.

TEKS 3.10(D) • Literary Devices • Sheet 1 of 36 • Prepare •
Module M1 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used imagery."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use imagery here instead of plain words?

"Emsy leaned over the glass display case until her nose almost touched it."

I CAN I can explain why the author chose to use imagery.

Grade 3 • Prepare • Literary Devices • 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 explain why the author chose to use imagery."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use imagery here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses imagery so the reader can see the shell clearly and wonder about it the way Emsy does.

TEKS 3.10(D) • Literary Devices • Sheet 1 of 36 • Prepare •
Module M1 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why imagery matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the imagery?

"Inside rested a small, pearly seashell."

I CAN I can defend why the author's imagery matters to the meaning.

Grade 3 • Prepare • Literary Devices • 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 defend why the author's imagery matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the imagery?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the imagery, the reader would lose what small, pearly adds. The words small and pearly help the reader see the size and shiny color of the shell.

TEKS 3.10(D) • Literary Devices • Sheet 1 of 36 • Prepare •
Module M1 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find imagery.

On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses imagery.

Copy the exact words.

Then explain: What does this imagery help you see, hear, feel, or understand?

I CAN I can find and explain imagery in our reading 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. On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: Emsy leaned over the glass display case until her nose almost touched it.

TEKS 3.10(D) · Literary Devices · Sheet 1 of 36 · Prepare ·
Module M1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

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

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

CHOOSE

A. A uses the sight words *small* and *pearly*. B and C give information but no sensory details.

SHOW

The reader can picture the blue, curving rivers drawn on the map.

OWN

The author uses imagery so the reader can see the shell clearly and wonder about it the way Emsy does.

DEFEND

Without the imagery, the reader would lose what *small*, *pearly* adds. The words *small* and *pearly* help the reader see the size and shiny color of the shell.

YOUR TURN

Answers vary. One example: Emsy leaned over the glass display case until her nose almost touched it.

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

⌚ ~4 min

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

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

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(D) · Literary Devices · Sheet 1 of 36 · Prepare ·
Module M1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Inside rested a small, pearly seashell.

Which words help the reader picture the seashell?

- A** "small, pearly" because they tell how the shell looks
- B** "Inside" because it tells where the shell is placed
- C** "rested" because it tells how long the shell has been there
- D** "seashell" because it names the kind of object in the case

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 excerpt and the four choices aloud.*

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ *Give think time. Students choose privately before any discussion.*

ANSWER KEY: The answer is A. These sight words show the size and shiny color of the shell.

TEKS 3.10(D) · Literary Devices · Sheet 1 of 36 · Prepare ·
Module M1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is A.

A

"small, pearly" because they tell how the shell looks

Correct. These sight words show the size and shiny color of the shell.

B

"Inside" because it tells where the shell is placed

Inside tells location. It does not describe how the shell looks.

C

"rested" because it tells how long the shell has been there

Rested tells that the shell was lying there. It gives no sensory detail.

D

"seashell" because it names the kind of object in the case

Seashell names the object but does not describe it.

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

⌚ ~4 min

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

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

▶ *Reveal each choice and its explanation. Spend time on the wrong answers.*

“These sight words show the size and shiny color of the shell.”

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

ANSWER KEY: A is correct.

TEKS 3.10(D) · Literary Devices · Sheet 1 of 36 · Prepare · Module M1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Imagery is language that uses the senses: sight, sound, touch, taste, and smell. Authors use imagery so I can see, hear, or feel what is happening in the reading. When I find imagery, I ask: Which words help me picture this, and what sense do they use?

THIS WEEK’S DEVICE

Imagery

from “The Mystery of the Traveling Shell”

Find how the author uses imagery in our reading.

This deck teaches **imagery** 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 learning about imagery. Imagery is language that uses the senses: sight, sound, touch, taste, and smell.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is The Mystery of the Traveling Shell. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Prepare Module M2
• a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(D) • Literary Devices • Sheet 2 of 36 • Prepare •
Module M2 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what imagery means in their own words.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

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

Notice the imagery.

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

"Blue lines curved across the map."

I CAN I can notice imagery in our reading.

Grade 3 • Prepare • Literary Devices • 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 our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show imagery."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The imagery is in the words Blue lines curved. Blue and curved help the reader see the rivers on the map.

TEKS 3.10(D) • Literary Devices • Sheet 2 of 36 • Prepare •
Module M2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows imagery."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows imagery. Which one?

- A. Her second clue was the map.
B. Blue lines curved across the map.
C. That changed everything.

I CAN I can choose the sentence that shows imagery and explain why.

Grade 3 • Prepare • Literary Devices • 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 choose the sentence that shows imagery and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows imagery. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: B. B uses the sight words blue and curved. A and C tell facts or reactions with no sensory details.

TEKS 3.10(D) • Literary Devices • Sheet 2 of 36 • Prepare •
Module M2 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what imagery does."

EXACT TEKS WORDING

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

Show what the imagery does.

What does the imagery in this sentence help you see, hear, feel, or understand?

"Emsy leaned over the glass display case until her nose almost touched it."

I CAN I can explain what imagery does in the reading.

Grade 3 • Prepare • Literary Devices • 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 imagery does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the imagery in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: The reader can picture Emsy pressed close to the glass, looking hard at the shell.

TEKS 3.10(D) • Literary Devices • Sheet 2 of 36 • Prepare •
Module M2 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used imagery."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use imagery here instead of plain words?

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

I CAN I can explain why the author chose to use imagery.

Grade 3 • Prepare • Literary Devices • 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 explain why the author chose to use imagery."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use imagery here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses imagery so the reader can see the long trip the shell may have taken along the rivers.

TEKS 3.10(D) • Literary Devices • Sheet 2 of 36 • Prepare •
Module M2 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why imagery matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the imagery?

"Blue lines curved across the map."

I CAN I can defend why the author's imagery matters to the meaning.

Grade 3 • Prepare • Literary Devices • 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 defend why the author's imagery matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the imagery?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the imagery, the reader would lose what Blue lines curved adds. Blue and curved help the reader see the rivers on the map.

TEKS 3.10(D) • Literary Devices • Sheet 2 of 36 • Prepare •
Module M2 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find imagery.

On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses imagery.

Copy the exact words.

Then explain: What does this imagery help you see, hear, feel, or understand?

I CAN I can find and explain imagery in our reading 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. On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: Emsy imagined wooden boats moving along the water while travelers carried baskets, tools, food, stones, and other valuable materials.

TEKS 3.10(D) · Literary Devices · Sheet 2 of 36 · Prepare ·
Module M2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

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

The imagery is in the words *Blue lines curved*. *Blue* and *curved* help the reader see the rivers on the map.

CHOOSE

B. B uses the sight words *blue* and *curved*. A and C tell facts or reactions with no sensory details.

SHOW

The reader can picture Emsy pressed close to the glass, looking hard at the shell.

OWN

The author uses imagery so the reader can see the long trip the shell may have taken along the rivers.

DEFEND

Without the imagery, the reader would lose what *Blue lines curved* adds. *Blue* and *curved* help the reader see the rivers on the map.

YOUR TURN

Answers vary. One example: Emsy imagined wooden boats moving along the water while travelers carried baskets, tools, food, stones, and other valuable materials.

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

⌚ ~4 min

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

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

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(D) · Literary Devices · Sheet 2 of 36 · Prepare ·
Module M2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

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

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

- A people walking along a highway to reach a big city
- B people carrying goods on wooden boats along a river
- C a museum worker putting new shells into a case
- D a family building a wooden house near the coast

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 excerpt and the four choices aloud.

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is B. Wooden boats moving along the water paint a picture of river travel and trade.

TEKS 3.10(D) · Literary Devices · Sheet 2 of 36 · Prepare · Module M2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is B.

- A people walking along a highway to reach a big city**
The sentence describes boats on water, not a highway.
- B people carrying goods on wooden boats along a river**
Correct. Wooden boats moving along the water paint a picture of river travel and trade.
- C a museum worker putting new shells into a case**
The sentence shows travelers long ago, not a museum worker.
- D a family building a wooden house near the coast**
The word wooden describes boats, not a house.

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 and its explanation. Spend time on the wrong answers.*

“Wooden boats moving along the water paint a picture of river travel and trade.”

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

ANSWER KEY: B is correct.

TEKS 3.10(D) · Literary Devices · Sheet 2 of 36 · Prepare · Module M2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Imagery is language that uses the senses: sight, sound, touch, taste, and smell. Authors use imagery so I can see, hear, or feel what is happening in the reading. When I find imagery, I ask: Which words help me picture this, and what sense do they use?

THIS WEEK’S DEVICE

Imagery

from “The Recess Question”

Find how the author uses imagery in our reading.

This deck teaches **imagery** 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 learning about imagery. Imagery is language that uses the senses: sight, sound, touch, taste, and smell.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is The Recess Question. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Prepare Module M3
• a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(D) • Literary Devices • Sheet 3 of 36 • Prepare •
Module M3 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what imagery means in their own words.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

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

Notice the imagery.

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

"The sun felt warm on Beth's face."

I CAN I can notice imagery in our reading.

Grade 3 • Prepare • Literary Devices • 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 our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show imagery."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The imagery is in the words felt warm. The touch word warm helps the reader feel the sunshine the way Beth does.

TEKS 3.10(D) • Literary Devices • Sheet 3 of 36 • Prepare •
Module M3 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows imagery."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows imagery. Which one?

- A. Beth smiled.
B. Recess was over.
C. The sun felt warm on Beth's face.

I CAN I can choose the sentence that shows imagery and explain why.

Grade 3 • Prepare • Literary Devices • 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 choose the sentence that shows imagery and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows imagery. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: C. C uses the touch word warm. A and B tell what happened but give no sensory details.

TEKS 3.10(D) • Literary Devices • Sheet 3 of 36 • Prepare •
Module M3 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what imagery does."

EXACT TEKS WORDING

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

Show what the imagery does.

What does the imagery in this sentence help you see, hear, feel, or understand?

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

I CAN I can explain what imagery does in the reading.

Grade 3 • Prepare • Literary Devices • 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 imagery does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the imagery in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: The reader can hear the balls hitting the blacktop again and again.

TEKS 3.10(D) • Literary Devices • Sheet 3 of 36 • Prepare •
Module M3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used imagery."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use imagery here instead of plain words?

"For a few minutes, the playground seemed full of nothing but running feet, swinging ropes, bouncing balls, and happy voices."

I CAN I can explain why the author chose to use imagery.

Grade 3 • Prepare • Literary Devices • 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 explain why the author chose to use imagery."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use imagery here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses imagery so the reader can feel how fun and lively recess is for Beth.

TEKS 3.10(D) • Literary Devices • Sheet 3 of 36 • Prepare •
Module M3 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why imagery matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the imagery?

"The sun felt warm on Beth's face."

I CAN I can defend why the author's imagery matters to the meaning.

Grade 3 • Prepare • Literary Devices • 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 defend why the author's imagery matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the imagery?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the imagery, the reader would lose what felt warm adds. The touch word warm helps the reader feel the sunshine the way Beth does.

TEKS 3.10(D) • Literary Devices • Sheet 3 of 36 • Prepare •
Module M3 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find imagery.

On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses imagery.

Copy the exact words.

Then explain: What does this imagery help you see, hear, feel, or understand?

I CAN I can find and explain imagery in our reading 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. On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: For a few minutes, the playground seemed full of nothing but running feet, swinging ropes, bouncing balls, and happy voices.

TEKS 3.10(D) · Literary Devices · Sheet 3 of 36 · Prepare ·
Module M3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

Answers, across the five thinking levels.

NOTICE

The imagery is in the words felt warm. The touch word warm helps the reader feel the sunshine the way Beth does.

CHOOSE

C. C uses the touch word warm. A and B tell what happened but give no sensory details.

SHOW

The reader can hear the balls hitting the blacktop again and again.

OWN

The author uses imagery so the reader can feel how fun and lively recess is for Beth.

DEFEND

Without the imagery, the reader would lose what felt warm adds. The touch word warm helps the reader feel the sunshine the way Beth does.

YOUR TURN

Answers vary. One example: For a few minutes, the playground seemed full of nothing but running feet, swinging ropes, bouncing balls, and happy voices.

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

⌚ ~4 min

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

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

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(D) · Literary Devices · Sheet 3 of 36 · Prepare ·
Module M3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

For a few minutes, the playground seemed full of nothing but running feet, swinging ropes, bouncing balls, and happy voices.

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

- A taste and smell, like tasting lunch and smelling fresh grass
- B touch only, like feeling the cold metal on the swings
- C sight and hearing, like seeing ropes swing and hearing happy voices
- D smell and touch, like smelling rain and feeling wet grass

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 excerpt and the four choices aloud.

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is C. Swinging ropes can be seen and happy voices can be heard.

TEKS 3.10(D) · Literary Devices · Sheet 3 of 36 · Prepare ·
Module M3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is C.

- A taste and smell, like tasting lunch and smelling fresh grass**
The sentence does not mention anything to taste or smell.
- B touch only, like feeling the cold metal on the swings**
No words describe how something feels to touch.
- C sight and hearing, like seeing ropes swing and hearing happy voices**
Correct. Swinging ropes can be seen and happy voices can be heard.
- D smell and touch, like smelling rain and feeling wet grass**
There is no rain or wet grass 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 and its explanation. Spend time on the wrong answers.*

“Swinging ropes can be seen and happy voices can be heard.”

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

ANSWER KEY: C is correct.

TEKS 3.10(D) · Literary Devices · Sheet 3 of 36 · Prepare · Module M3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Repetition is when an author repeats a word or phrase on purpose.

Contrast is when the author places two different ideas side by side.

Both devices point the reader toward what the author thinks is important.

THIS WEEK’S DEVICE

Repetition and Contrast

from “The Recess Question”

Find how the author uses repetition and contrast in our reading.

This deck teaches **repetition and contrast** 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 learning about repetition and contrast. Repetition is when an author repeats a word or phrase on purpose.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is The Recess Question. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Prepare Module M4
• a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(D) • Literary Devices • Sheet 4 of 36 • Prepare •
Module M4 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what repetition and contrast means in their own words.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice repetition and contrast in the reading."

EXACT TEKS WORDING

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

Notice the repetition and contrast.

Read this sentence from the reading. Find the words that show repetition and contrast.

"No one shouted. No one laughed at another person's answer."

I CAN I can notice repetition and contrast in our reading.

Grade 3 • Prepare • Literary Devices • 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 repetition and contrast in our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show repetition and contrast."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The repetition and contrast is in the words No one, No one. Repeating No one stresses how respectful the class was.

TEKS 3.10(D) • Literary Devices • Sheet 4 of 36 • Prepare •
Module M4 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows repetition and contrast."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows repetition and contrast. Which one?

- A. No one shouted. No one laughed at another person's answer.
 B. Beth walked over to her.
 C. Mrs. Green smiled.

I CAN I can choose the sentence that shows repetition and contrast and explain why.

Grade 3 · Prepare · Literary Devices · 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 choose the sentence that shows repetition and contrast and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows repetition and contrast. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: A. A repeats No one. B and C each state one action with no repeated words or contrast.

TEKS 3.10(D) · Literary Devices · Sheet 4 of 36 · Prepare ·
 Module M4 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what repetition and contrast does."

EXACT TEKS WORDING

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

Show what the repetition and contrast does.

What does the repetition and contrast in this sentence help you see, hear, feel, or understand?

"Sometimes one person wants one thing while someone else wants something different."

I CAN I can explain what repetition and contrast does in the reading.



Grade 3 · Prepare · Literary Devices · 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 repetition and contrast does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the repetition and contrast in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: This contrast shows that people in a community do not always agree.

TEKS 3.10(D) · Literary Devices · Sheet 4 of 36 · Prepare ·
Module M4 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used repetition and contrast."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use repetition and contrast here instead of plain words?

"We looked at a problem. We gathered information. We considered different solutions. We listened to one another."

I CAN I can explain why the author chose to use repetition and contrast.

Grade 3 · Prepare · Literary Devices · 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 explain why the author chose to use repetition and contrast."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use repetition and contrast here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses repetition and contrast to show that good citizens listen to one another even when they disagree.

TEKS 3.10(D) · Literary Devices · Sheet 4 of 36 · Prepare ·
 Module M4 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why repetition and contrast matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the repetition and contrast?

"No one shouted. No one laughed at another person's answer."

I CAN I can defend why the author's repetition and contrast matters to the meaning.

Grade 3 · Prepare · Literary Devices · 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 defend why the author's repetition and contrast matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the repetition and contrast?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the repetition and contrast, the reader would lose what No one, No one adds. Repeating No one stresses how respectful the class was.

TEKS 3.10(D) · Literary Devices · Sheet 4 of 36 · Prepare ·
 Module M4 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find repetition and contrast.

On your tracking sheet, find one more example of repetition and contrast in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses repetition and contrast.

Copy the exact words.

Then explain: What does this repetition and contrast help you see, hear, feel, or understand?

I CAN I can find and explain repetition and contrast in our reading 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. On your tracking sheet, find one more example of repetition and contrast in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: “We looked at a problem. We gathered information. We considered different solutions. We listened to one another.”

TEKS 3.10(D) · Literary Devices · Sheet 4 of 36 · Prepare ·
Module M4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

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

The repetition and contrast is in the words No one, No one. Repeating No one stresses how respectful the class was.

CHOOSE

A. A repeats No one. B and C each state one action with no repeated words or contrast.

SHOW

This contrast shows that people in a community do not always agree.

OWN

The author uses repetition and contrast to show that good citizens listen to one another even when they disagree.

DEFEND

Without the repetition and contrast, the reader would lose what No one, No one adds. Repeating No one stresses how respectful the class was.

YOUR TURN

Answers vary. One example: "We looked at a problem. We gathered information. We considered different solutions. We listened to one another."

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

⌚ ~4 min

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

"Let us check our work across the five thinking levels."

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

"Your words can be different from the key, as long as you point to the exact words and explain them."

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(D) · Literary Devices · Sheet 4 of 36 · Prepare ·
Module M4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

No one shouted. No one laughed at another person's answer.**Why does the author repeat the words "No one" in this excerpt?**

- A** to show that nobody came to class that day
- B** to explain that the students were not allowed to talk
- C** to tell that the teacher asked the students to leave
- D** to stress that every student acted with respect

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 excerpt and the four choices aloud.

"Read all four choices before you decide. Check each one against the exact words in the excerpt."

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is D. Saying No one twice shows that not a single student was rude.TEKS 3.10(D) · Literary Devices · Sheet 4 of 36 · Prepare ·
Module M4 · slide 9 of 10**CHECK FOR UNDERSTANDING**

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is D.

- A** **to show that nobody came to class that day**
Students were in class. The repeated words describe how they behaved.
- B** **to explain that the students were not allowed to talk**
Students did talk. They shared ideas without shouting or laughing at others.
- C** **to tell that the teacher asked the students to leave**
The teacher did not ask students to leave in this excerpt.
- D** **to stress that every student acted with respect**
Correct. Saying No one twice shows that not a single student was rude.

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 and its explanation. Spend time on the wrong answers.*

“Saying No one twice shows that not a single student was rude.”

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

ANSWER KEY: D is correct.

TEKS 3.10(D) · Literary Devices · Sheet 4 of 36 · Prepare · Module M4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Imagery is language that uses the senses: sight, sound, touch, taste, and smell. Authors use imagery so I can see, hear, or feel what is happening in the reading. When I find imagery, I ask: Which words help me picture this, and what sense do they use?

THIS WEEK’S DEVICE

Imagery

from “The Pilgrims Chose Plymouth”

Find how the author uses imagery in our reading.

This deck teaches **imagery** 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 learning about imagery. Imagery is language that uses the senses: sight, sound, touch, taste, and smell.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is The Pilgrims Chose Plymouth. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 1 Module M1 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(D) • Literary Devices • Sheet 5 of 36 • Cluster 1 •
Module M1 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what imagery means in their own words.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

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

Notice the imagery.

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

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

I CAN I can notice imagery in our reading.

Grade 3 • Cluster 1 • Literary Devices • 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 our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show imagery."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

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

TEKS 3.10(D) • Literary Devices • Sheet 5 of 36 • Cluster 1 •
Module M1 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows imagery."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows imagery. Which one?

- A. The Pilgrims traveled on a ship called the Mayflower.
 B. Huge waves crashed against the sides of the Mayflower.
 C. Eventually, the Pilgrims selected an area called Plymouth.

I CAN I can choose the sentence that shows imagery and explain why.

Grade 3 • Cluster 1 • Literary Devices • 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 choose the sentence that shows imagery and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows imagery. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: B. B shows and sounds like crashing waves. A and C give facts with no sensory details.

TEKS 3.10(D) • Literary Devices • Sheet 5 of 36 • Cluster 1 •
 Module M1 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what imagery does."

EXACT TEKS WORDING

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

Show what the imagery does.

What does the imagery in this sentence help you see, hear, feel, or understand?

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

I CAN I can explain what imagery does in the reading.



Grade 3 • Cluster 1 • Literary Devices • 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 imagery does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the imagery in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: The reader can see the huge waves and hear them crash into the ship.

TEKS 3.10(D) • Literary Devices • Sheet 5 of 36 • Cluster 1 •
Module M1 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used imagery."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use imagery here instead of plain words?

"Snow and freezing temperatures covered the colony."

I CAN I can explain why the author chose to use imagery.



Grade 3 • Cluster 1 • Literary Devices • 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 explain why the author chose to use imagery."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use imagery here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses imagery so the reader understands how hard and scary the trip was.

TEKS 3.10(D) • Literary Devices • Sheet 5 of 36 • Cluster 1 •
Module M1 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND**"I can defend why imagery matters in this text."****EXACT TEKS WORDING***"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices achieves specific purposes"***Defend the author's choice.**

How would the meaning change without the imagery?

"Storms caused the ship to rock back and forth on rough water."**I CAN** I can defend why the author's imagery matters to the meaning.

Grade 3 • Cluster 1 • Literary Devices • 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 defend why the author's imagery matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the imagery?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the imagery, the reader would lose what rock back and forth, rough water adds. The reader can feel the ship rocking on the rough sea.TEKS 3.10(D) • Literary Devices • Sheet 5 of 36 • Cluster 1 •
Module M1 • slide 6 of 10**CHECK FOR UNDERSTANDING**

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find imagery.

On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses imagery.

Copy the exact words.

Then explain: What does this imagery help you see, hear, feel, or understand?

I CAN I can find and explain imagery in our reading 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. On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: Snow and freezing temperatures covered the colony.

TEKS 3.10(D) · Literary Devices · Sheet 5 of 36 · Cluster 1 ·
Module M1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

Answers, across the five thinking levels.

NOTICE

The imagery is in the words rock back and forth, rough water. The reader can feel the ship rocking on the rough sea.

CHOOSE

B. B shows and sounds like crashing waves. A and C give facts with no sensory details.

SHOW

The reader can see the huge waves and hear them crash into the ship.

OWN

The author uses imagery so the reader understands how hard and scary the trip was.

DEFEND

Without the imagery, the reader would lose what rock back and forth, rough water adds. The reader can feel the ship rocking on the rough sea.

YOUR TURN

Answers vary. One example: Snow and freezing temperatures covered the colony.

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

⌚ ~4 min

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

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

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(D) · Literary Devices · Sheet 5 of 36 · Cluster 1 ·
Module M1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

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

What do the details in this excerpt help the reader feel about the trip?

- A** that the trip was rough and frightening
- B** that the trip was calm and peaceful
- C** that the trip was short and easy
- D** that the trip was warm and sunny

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 excerpt and the four choices aloud.*

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ *Give think time. Students choose privately before any discussion.*

ANSWER KEY: The answer is A. Rocking, rough water, and crashing waves help the reader feel the danger.

TEKS 3.10(D) · Literary Devices · Sheet 5 of 36 · Cluster 1 ·
Module M1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is A.

A

that the trip was rough and frightening

Correct. Rocking, rough water, and crashing waves help the reader feel the danger.

B

that the trip was calm and peaceful

Rough water and crashing waves are not calm.

C

that the trip was short and easy

The excerpt shows a hard trip, not an easy one.

D

that the trip was warm and sunny

The excerpt describes storms, not sunshine.

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 and its explanation. Spend time on the wrong answers.*

“Rocking, rough water, and crashing waves help the reader feel the danger.”

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

ANSWER KEY: A is correct.

TEKS 3.10(D) · Literary Devices · Sheet 5 of 36 · Cluster 1 · Module M1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Contrast is when an author places two very different ideas side by side.

The difference helps the reader notice a change or an important idea.

When I find contrast, I ask: What two things are different, and why does the author show both?

THIS WEEK’S DEVICE

Contrast

from “The Pilgrims Chose Plymouth”

Find how the author uses contrast in our reading.

This deck teaches **contrast** 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 learning about contrast. Contrast is when an author places two very different ideas side by side.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is The Pilgrims Chose Plymouth. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 1 Module M2 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(D) • Literary Devices • Sheet 6 of 36 • Cluster 1 •
Module M2 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what contrast means in their own words.

COMMON MISCONCEPTION

Students may call any descriptive sentence a device. Ask them to point to the exact words.

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice contrast in the reading."

EXACT TEKS WORDING

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

Notice the contrast.

Read this sentence from the reading. Find the words that show contrast.

"Although life in Plymouth improved over time, the settlers still faced challenges."

I CAN I can notice contrast in our reading.

Grade 3 • Cluster 1 • Literary Devices • 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 contrast in our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show contrast."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The contrast is in the words improved over time, still faced challenges. The contrast shows that life got better, but it was still hard.

TEKS 3.10(D) • Literary Devices • Sheet 6 of 36 • Cluster 1 •
Module M2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may describe the topic instead of the author's words.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows contrast."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows contrast. Which one?

- A. Farmers planted crops such as corn, beans, squash, wheat, and barley.
 B. Fresh water had to last for the entire trip.
 C. Although life in Plymouth improved over time, the settlers still faced challenges.

I CAN I can choose the sentence that shows contrast and explain why.

Grade 3 • Cluster 1 • Literary Devices • 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 choose the sentence that shows contrast and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows contrast. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: C. C sets improved against still faced challenges. A and B give single facts with no contrast.

TEKS 3.10(D) • Literary Devices • Sheet 6 of 36 • Cluster 1 •
 Module M2 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may describe the topic instead of the author's words.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what contrast does."

EXACT TEKS WORDING

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

Show what the contrast does.

What does the contrast in this sentence help you see, hear, feel, or understand?

"Even though conditions were difficult, the Pilgrims continued traveling because they hoped to build a better future in North America."

I CAN I can explain what contrast does in the reading.



Grade 3 • Cluster 1 • Literary Devices • 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 contrast does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the contrast in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: The contrast shows the Pilgrims kept going even when things were hard.

TEKS 3.10(D) • Literary Devices • Sheet 6 of 36 • Cluster 1 •
Module M2 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may describe the topic instead of the author's words.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used contrast."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use contrast here instead of plain words?

"Despite these hardships, the Pilgrims continued working together."

I CAN I can explain why the author chose to use contrast.

Grade 3 • Cluster 1 • Literary Devices • 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 explain why the author chose to use contrast."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use contrast here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses contrast to show how determined the Pilgrims were when life was hard.

TEKS 3.10(D) • Literary Devices • Sheet 6 of 36 • Cluster 1 •
Module M2 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may describe the topic instead of the author's words.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why contrast matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the contrast?

"Although life in Plymouth improved over time, the settlers still faced challenges."

I CAN I can defend why the author's contrast matters to the meaning.

Grade 3 • Cluster 1 • Literary Devices • 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 defend why the author's contrast matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the contrast?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the contrast, the reader would lose what improved over time, still faced challenges adds. The contrast shows that life got better, but it was still hard.

TEKS 3.10(D) • Literary Devices • Sheet 6 of 36 • Cluster 1 •
Module M2 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may describe the topic instead of the author's words.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find contrast.

On your tracking sheet, find one more example of contrast in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses contrast.

Copy the exact words.

Then explain: What does this contrast help you see, hear, feel, or understand?

I CAN I can find and explain contrast in our reading 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. On your tracking sheet, find one more example of contrast in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: Despite these hardships, the Pilgrims continued working together.

TEKS 3.10(D) · Literary Devices · Sheet 6 of 36 · Cluster 1 ·
Module M2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may pick any sentence.

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

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

The contrast is in the words improved over time, still faced challenges. The contrast shows that life got better, but it was still hard.

CHOOSE

C. C sets improved against still faced challenges. A and B give single facts with no contrast.

SHOW

The contrast shows the Pilgrims kept going even when things were hard.

OWN

The author uses contrast to show how determined the Pilgrims were when life was hard.

DEFEND

Without the contrast, the reader would lose what improved over time, still faced challenges adds. The contrast shows that life got better, but it was still hard.

YOUR TURN

Answers vary. One example: Despite these hardships, the Pilgrims continued working together.

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

⌚ ~4 min

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

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

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(D) · Literary Devices · Sheet 6 of 36 · Cluster 1 ·
Module M2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Even though conditions were difficult, the Pilgrims continued traveling because they hoped to build a better future in North America.

Which two ideas does the author contrast in this sentence?

- A** a calm ocean and a stormy ocean on the same day
- B** hard conditions and the Pilgrims choosing to keep going
- C** North America and England as places to grow crops
- D** the Pilgrims and the Native Americans who helped them

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 excerpt and the four choices aloud.*

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ *Give think time. Students choose privately before any discussion.*

ANSWER KEY: The answer is B. Even though sets difficult conditions against continued traveling.

TEKS 3.10(D) · Literary Devices · Sheet 6 of 36 · Cluster 1 ·
Module M2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is B.

- A a calm ocean and a stormy ocean on the same day**
The sentence does not describe the ocean.
- B hard conditions and the Pilgrims choosing to keep going**
Correct. Even though sets difficult conditions against continued traveling.
- C North America and England as places to grow crops**
The sentence does not compare farming in two places.
- D the Pilgrims and the Native Americans who helped them**
Native Americans are not part of this sentence.

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

⌚ ~4 min

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

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

▶ *Reveal each choice and its explanation. Spend time on the wrong answers.*

“Even though sets difficult conditions against continued traveling.”

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

ANSWER KEY: B is correct.

TEKS 3.10(D) · Literary Devices · Sheet 6 of 36 · Cluster 1 · Module M2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Imagery is language that uses the senses: sight, sound, touch, taste, and smell. Authors use imagery so I can see, hear, or feel what is happening in the reading. When I find imagery, I ask: Which words help me picture this, and what sense do they use?

THIS WEEK’S DEVICE

Imagery

from “The Pilgrims Chose Plymouth”

Find how the author uses imagery in our reading.

This deck teaches **imagery** 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 learning about imagery. Imagery is language that uses the senses: sight, sound, touch, taste, and smell.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is The Pilgrims Chose Plymouth. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 1 Module M3 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(D) • Literary Devices • Sheet 7 of 36 • Cluster 1 •
Module M3 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what imagery means in their own words.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

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

Notice the imagery.

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

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

I CAN I can notice imagery in our reading.

Grade 3 • Cluster 1 • Literary Devices • 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 our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show imagery."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The imagery is in the words Huge waves crashed. The reader can see huge waves and hear them crash.

TEKS 3.10(D) • Literary Devices • Sheet 7 of 36 • Cluster 1 •
Module M3 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows imagery."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows imagery. Which one?

- A. Snow and freezing temperatures covered the colony.
 B. Over time, more settlers arrived from England hoping to build new lives in North America.
 C. Today, Plymouth remains an important part of American history.

I CAN I can choose the sentence that shows imagery and explain why.

Grade 3 • Cluster 1 • Literary Devices • 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 choose the sentence that shows imagery and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows imagery. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: A. A uses snow and freezing so the reader sees and feels winter. B and C give facts only.

TEKS 3.10(D) • Literary Devices • Sheet 7 of 36 • Cluster 1 •
 Module M3 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what imagery does."

EXACT TEKS WORDING

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

Show what the imagery does.

What does the imagery in this sentence help you see, hear, feel, or understand?

"Snow and freezing temperatures covered the colony."

I CAN I can explain what imagery does in the reading.



Grade 3 • Cluster 1 • Literary Devices • 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 imagery does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the imagery in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: The reader can see the snow and feel the freezing cold.

TEKS 3.10(D) • Literary Devices • Sheet 7 of 36 • Cluster 1 •
Module M3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used imagery."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use imagery here instead of plain words?

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

I CAN I can explain why the author chose to use imagery.

Grade 3 • Cluster 1 • Literary Devices • 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 explain why the author chose to use imagery."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use imagery here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses imagery so the reader understands why so many settlers became sick that first winter.

TEKS 3.10(D) • Literary Devices • Sheet 7 of 36 • Cluster 1 •
Module M3 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why imagery matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the imagery?

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

I CAN I can defend why the author's imagery matters to the meaning.

Grade 3 • Cluster 1 • Literary Devices • 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 defend why the author's imagery matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the imagery?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the imagery, the reader would lose what Huge waves crashed adds. The reader can see huge waves and hear them crash.

TEKS 3.10(D) • Literary Devices • Sheet 7 of 36 • Cluster 1 •
Module M3 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find imagery.

On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses imagery.

Copy the exact words.

Then explain: What does this imagery help you see, hear, feel, or understand?

I CAN I can find and explain imagery in our reading 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. On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: Storms caused the ship to rock back and forth on rough water.

TEKS 3.10(D) · Literary Devices · Sheet 7 of 36 · Cluster 1 ·
Module M3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

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

The imagery is in the words Huge waves crashed. The reader can see huge waves and hear them crash.

CHOOSE

A. A uses snow and freezing so the reader sees and feels winter. B and C give facts only.

SHOW

The reader can see the snow and feel the freezing cold.

OWN

The author uses imagery so the reader understands why so many settlers became sick that first winter.

DEFEND

Without the imagery, the reader would lose what Huge waves crashed adds. The reader can see huge waves and hear them crash.

YOUR TURN

Answers vary. One example: Storms caused the ship to rock back and forth on rough water.

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

⌚ ~4 min

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

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

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(D) · Literary Devices · Sheet 7 of 36 · Cluster 1 ·
Module M3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Winter in Plymouth was harsh. Snow and freezing temperatures covered the colony.**Which words help the reader feel how cold the winter was?**

- A** "Winter in Plymouth" because they name the season and place
- B** "covered the colony" because they tell where the snow lay
- C** "Snow and freezing temperatures" because they can be felt
- D** "was harsh" because it tells the reader that winter was hard

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 excerpt and the four choices aloud.

"Read all four choices before you decide. Check each one against the exact words in the excerpt."

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is C. Snow can be seen and freezing can be felt.TEKS 3.10(D) · Literary Devices · Sheet 7 of 36 · Cluster 1 ·
Module M3 · slide 9 of 10**CHECK FOR UNDERSTANDING**

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is C.

A "Winter in Plymouth" because they name the season and place

These words tell when and where but give no sensory detail.

B "covered the colony" because they tell where the snow lay

These words tell location, not how the cold felt.

C "Snow and freezing temperatures" because they can be felt

Correct. Snow can be seen and freezing can be felt.

D "was harsh" because it tells the reader that winter was hard

Harsh tells that winter was hard, but it is not a sensory word.

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 and its explanation. Spend time on the wrong answers.*

“Snow can be seen and freezing can be felt.”

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

ANSWER KEY: C is correct.

TEKS 3.10(D) · Literary Devices · Sheet 7 of 36 · Cluster 1 · Module M3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Literal language means exactly what the words say.

Figurative language uses words in an unusual way to compare, exaggerate, or create a picture.

When I read, I ask: Does this mean exactly what it says, or is the author using words in a special way?

THIS WEEK’S DEVICE

Literal and Figurative Language

from “The Pilgrims Chose Plymouth”

Find how the author uses literal and figurative language in our reading.

This deck teaches **literal and 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 learning about literal and figurative language. Literal language means exactly what the words say.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is The Pilgrims Chose Plymouth. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 1 Module M4 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(D) • Literary Devices • Sheet 8 of 36 • Cluster 1 •
Module M4 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what literal and figurative language means in their own words.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

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

EXACT TEKS WORDING

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

Literal or figurative?

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

"The Pilgrims traveled on a ship called the Mayflower."

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

Grade 3 • Cluster 1 • Literary Devices • 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 whether the author's words are literal or figurative."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

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

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: This means exactly what it says: the Pilgrims rode a ship named the Mayflower.

TEKS 3.10(D) • Literary Devices • Sheet 8 of 36 • Cluster 1 •
Module M4 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can compare sentences from the reading."

EXACT TEKS WORDING

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

Choose the sentence.

All three are literal. Which one tells how long the trip lasted?

- A. The Pilgrims traveled on a ship called the Mayflower.
 B. The trip across the ocean lasted for many weeks.
 C. Farmers planted crops such as corn, beans, squash, wheat, and barley.

I CAN I can compare sentences and explain my choice.

Grade 3 • Cluster 1 • Literary Devices • 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 compare sentences and explain my choice."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"All three are literal. Which one tells how long the trip lasted?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: B. B tells exactly how long the trip took. A names the ship and C names crops. All three are literal.

TEKS 3.10(D) • Literary Devices • Sheet 8 of 36 • Cluster 1 •
 Module M4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can explain what literal language tells me."

EXACT TEKS WORDING

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

Show what the words tell you.

What exact information does this sentence give the reader?

"The trip across the ocean lasted for many weeks."

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



Grade 3 • Cluster 1 • Literary Devices • 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 the reader."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What exact information does this sentence give the reader?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: This is literal. The trip really took many weeks.

TEKS 3.10(D) • Literary Devices • Sheet 8 of 36 • Cluster 1 •
Module M4 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used literal language."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use plain, literal words here?

"Farmers planted crops such as corn, beans, squash, wheat, and barley."

I CAN I can explain why the author chose literal language.

Grade 3 • Cluster 1 • Literary Devices • 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 explain why the author chose literal language."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use plain, literal words here?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses literal language to give the reader true, exact facts about the Pilgrims.

TEKS 3.10(D) • Literary Devices • Sheet 8 of 36 • Cluster 1 •
Module M4 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend how literal language fits this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would a figurative version change what the reader understands?

"The Pilgrims traveled on a ship called the Mayflower."

I CAN I can defend why the author's literal language fits the text.

Grade 3 • Cluster 1 • Literary Devices • 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 defend why the author's literal language fits the text."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would a figurative version change what the reader understands?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: This means exactly what it says: the Pilgrims rode a ship named the Mayflower.

TEKS 3.10(D) • Literary Devices • Sheet 8 of 36 • Cluster 1 •
Module M4 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn: literal or figurative?

On your tracking sheet, find a sentence that is literal, and tell how you know in the reading. Copy the exact words.

Go back to the reading.

Find one sentence that is literal.

Copy the exact words.

Then explain: How do you know it means exactly what it says?

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. On your tracking sheet, find a sentence that is literal, and tell how you know in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. Any literal sentence from the reading, such as: The trip across the ocean lasted for many weeks.

TEKS 3.10(D) · Literary Devices · Sheet 8 of 36 · Cluster 1 ·
Module M4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

Answers, across the five thinking levels.

NOTICE

This means exactly what it says: the Pilgrims rode a ship named the Mayflower.

CHOOSE

B. B tells exactly how long the trip took. A names the ship and C names crops. All three are literal.

SHOW

This is literal. The trip really took many weeks.

OWN

The author uses literal language to give the reader true, exact facts about the Pilgrims.

DEFEND

This means exactly what it says: the Pilgrims rode a ship named the Mayflower.

YOUR TURN

Answers vary. Any literal sentence from the reading, such as: The trip across the ocean lasted for many weeks.

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

⌚ ~4 min

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

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

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(D) · Literary Devices · Sheet 8 of 36 · Cluster 1 ·
Module M4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

The trip across the ocean lasted for many weeks.**Is this sentence literal or figurative?**

- A** figurative, because it compares the trip to an ocean
- B** figurative, because a trip cannot last for weeks
- C** literal, because it uses the word like to compare
- D** literal, because the trip really did take many weeks

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 excerpt and the four choices aloud.

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is D. The words mean exactly what they say.TEKS 3.10(D) · Literary Devices · Sheet 8 of 36 · Cluster 1 ·
Module M4 · slide 9 of 10**CHECK FOR UNDERSTANDING**

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is D.

- A** **figurative, because it compares the trip to an ocean**
Nothing is compared. The trip really crossed the ocean.
- B** **figurative, because a trip cannot last for weeks**
A long sea trip really can last many weeks.
- C** **literal, because it uses the word like to compare**
The sentence does not use like or compare anything.
- D** **literal, because the trip really did take many weeks**
Correct. The words mean exactly what they say.

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

⌚ ~4 min

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

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

▶ *Reveal each choice and its explanation. Spend time on the wrong answers.*

“The words mean exactly what they say.”

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

ANSWER KEY: D is correct.

TEKS 3.10(D) · Literary Devices · Sheet 8 of 36 · Cluster 1 · Module M4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Imagery is language that uses the senses: sight, sound, touch, taste, and smell. Authors use imagery so I can see, hear, or feel what is happening in the reading. When I find imagery, I ask: Which words help me picture this, and what sense do they use?

THIS WEEK’S DEVICE

Imagery

from “Laura Ingalls Wilder”

Find how the author uses imagery in our reading.

This deck teaches **imagery** 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 learning about imagery. Imagery is language that uses the senses: sight, sound, touch, taste, and smell.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is Laura Ingalls Wilder. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 2 Module M1 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(D) • Literary Devices • Sheet 9 of 36 • Cluster 2 •
Module M1 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what imagery means in their own words.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

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

Notice the imagery.

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

"Laura described endless grasslands filled with wildflowers and wildlife."

I CAN I can notice imagery in our reading.

Grade 3 • Cluster 2 • Literary Devices • 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 our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show imagery."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The imagery is in the words endless grasslands, wildflowers and wildlife. The reader can see wide grass fields full of flowers and animals.

TEKS 3.10(D) • Literary Devices • Sheet 9 of 36 • Cluster 2 •
Module M1 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows imagery."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows imagery. Which one?

- A. Her first Little House book was published in 1932.
 B. Laura described endless grasslands filled with wildflowers and wildlife.
 C. Education was important to Laura's family.

I CAN I can choose the sentence that shows imagery and explain why.

Grade 3 • Cluster 2 • Literary Devices • 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 choose the sentence that shows imagery and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows imagery. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: B. B helps the reader see grasslands, flowers, and animals. A and C are facts with no sensory details.

TEKS 3.10(D) • Literary Devices • Sheet 9 of 36 • Cluster 2 •
 Module M1 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what imagery does."

EXACT TEKS WORDING

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

Show what the imagery does.

What does the imagery in this sentence help you see, hear, feel, or understand?

"Laura loved listening to Pa play his fiddle."

I CAN I can explain what imagery does in the reading.



Grade 3 • Cluster 2 • Literary Devices • 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 imagery does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the imagery in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: The reader can almost hear the fiddle music in the home.

TEKS 3.10(D) • Literary Devices • Sheet 9 of 36 • Cluster 2 •
Module M1 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used imagery."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use imagery here instead of plain words?

"Winters on the prairie could be extremely cold."

I CAN I can explain why the author chose to use imagery.

Grade 3 • Cluster 2 • Literary Devices • 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 explain why the author chose to use imagery."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use imagery here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses imagery so the reader can picture the prairie the way Laura saw it.

TEKS 3.10(D) • Literary Devices • Sheet 9 of 36 • Cluster 2 •
Module M1 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why imagery matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the imagery?

"Laura described endless grasslands filled with wildflowers and wildlife."

I CAN I can defend why the author's imagery matters to the meaning.

Grade 3 • Cluster 2 • Literary Devices • 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 defend why the author's imagery matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the imagery?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the imagery, the reader would lose what endless grasslands, wildflowers and wildlife adds. The reader can see wide grass fields full of flowers and animals.

TEKS 3.10(D) • Literary Devices • Sheet 9 of 36 • Cluster 2 •
Module M1 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find imagery.

On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses imagery.

Copy the exact words.

Then explain: What does this imagery help you see, hear, feel, or understand?

I CAN I can find and explain imagery in our reading 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. On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: Winters on the prairie could be extremely cold.

TEKS 3.10(D) · Literary Devices · Sheet 9 of 36 · Cluster 2 ·
Module M1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

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

The imagery is in the words endless grasslands, wildflowers and wildlife. The reader can see wide grass fields full of flowers and animals.

CHOOSE

B. B helps the reader see grasslands, flowers, and animals. A and C are facts with no sensory details.

SHOW

The reader can almost hear the fiddle music in the home.

OWN

The author uses imagery so the reader can picture the prairie the way Laura saw it.

DEFEND

Without the imagery, the reader would lose what endless grasslands, wildflowers and wildlife adds. The reader can see wide grass fields full of flowers and animals.

YOUR TURN

Answers vary. One example: Winters on the prairie could be extremely cold.

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

⌚ ~4 min

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

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

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(D) · Literary Devices · Sheet 9 of 36 · Cluster 2 ·
Module M1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Laura described endless grasslands filled with wildflowers and wildlife.

Which words help the reader picture the prairie?

- A** "grasslands filled with wildflowers" because they show color
- B** "Laura described" because they tell who wrote about the land
- C** "filled with" because they tell that the land was full
- D** "and wildlife" because they name every animal that lived there

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 excerpt and the four choices aloud.*

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ *Give think time. Students choose privately before any discussion.*

ANSWER KEY: The answer is A. These words help the reader see wide fields covered in flowers.

TEKS 3.10(D) · Literary Devices · Sheet 9 of 36 · Cluster 2 ·
Module M1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is A.

- A "grasslands filled with wildflowers" because they show color**
Correct. These words help the reader see wide fields covered in flowers.
- B "Laura described" because they tell who wrote about the land**
These words tell who did the describing, not what the prairie looked like.
- C "filled with" because they tell that the land was full**
These words connect ideas but do not create a picture by themselves.
- D "and wildlife" because they name every animal that lived there**
Wildlife is general and names no animal. The flower field paints the picture.

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 and its explanation. Spend time on the wrong answers.*

“These words help the reader see wide fields covered in flowers.”

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

ANSWER KEY: A is correct.

TEKS 3.10(D) · Literary Devices · Sheet 9 of 36 · Cluster 2 · Module M1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

A metaphor says one thing IS another, different thing, without like or as.

The comparison helps me understand an idea in a new way.

When I find a metaphor, I ask: What two things are compared, and what does the comparison mean?

THIS WEEK’S DEVICE

Metaphor

from “Laura Ingalls Wilder”

Find how the author uses metaphor in our reading.

This deck teaches **metaphor** 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 learning about metaphor. A metaphor says one thing IS another, different thing, without like or as.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is Laura Ingalls Wilder. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 2 Module M2 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(D) • Literary Devices • Sheet 10 of 36 • Cluster 2 •
Module M2 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what metaphor means in their own words.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice metaphor in the reading."

EXACT TEKS WORDING

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

Notice the metaphor.

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

"Historians, teachers, and students continue to study Laura's work because it provides a window into the past."

I CAN I can notice metaphor in our reading.

Grade 3 • Cluster 2 • Literary Devices • 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 our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show metaphor."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The metaphor is in the words a window into the past. The author says Laura's books are a window. Readers can look through them to see the past.

TEKS 3.10(D) • Literary Devices • Sheet 10 of 36 • Cluster 2 •
Module M2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows metaphor."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows metaphor. Which one?

- A. Laura attended school whenever one was available nearby.
 B. Families planted crops such as corn, wheat, and vegetables.
 C. Historians, teachers, and students continue to study Laura's work because it provides a window into the past.

I CAN I can choose the sentence that shows metaphor and explain why.

Grade 3 • Cluster 2 • Literary Devices • 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 choose the sentence that shows metaphor and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows metaphor. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: C. C says Laura's work is a window, which is a metaphor. A and B are literal facts.

TEKS 3.10(D) • Literary Devices • Sheet 10 of 36 • Cluster 2 •
 Module M2 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what metaphor does."

EXACT TEKS WORDING

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

Show what the metaphor does.

What does the metaphor in this sentence help you see, hear, feel, or understand?

"Historians, teachers, and students continue to study Laura's work because it provides a window into the past."

I CAN I can explain what metaphor does in the reading.



Grade 3 • Cluster 2 • Literary Devices • 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 metaphor does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the metaphor in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: A window lets you see somewhere else. The books let readers see life long ago.

TEKS 3.10(D) • Literary Devices • Sheet 10 of 36 • Cluster 2 •
Module M2 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used metaphor."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use metaphor here instead of plain words?

"Historians, teachers, and students continue to study Laura's work because it provides a window into the past."

I CAN I can explain why the author chose to use metaphor.

Grade 3 • Cluster 2 • Literary Devices • 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 explain why the author chose to use metaphor."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use metaphor here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses a metaphor to show that Laura's books let readers see what frontier life was really like.

TEKS 3.10(D) • Literary Devices • Sheet 10 of 36 • Cluster 2 •
Module M2 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why metaphor matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the metaphor?

"Historians, teachers, and students continue to study Laura's work because it provides a window into the past."

I CAN I can defend why the author's metaphor matters to the meaning.

Grade 3 • Cluster 2 • Literary Devices • 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 defend why the author's metaphor matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the metaphor?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the metaphor, the reader would lose what a window into the past adds. The author says Laura's books are a window. Readers can look through them to see the past.

TEKS 3.10(D) • Literary Devices • Sheet 10 of 36 • Cluster 2 •
Module M2 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find metaphor.

On your tracking sheet, find one more example of metaphor in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses metaphor.

Copy the exact words.

Then explain: What does this metaphor help you see, hear, feel, or understand?

I CAN I can find and explain metaphor in our reading 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. On your tracking sheet, find one more example of metaphor in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: Historians, teachers, and students continue to study Laura's work because it provides a window into the past.

TEKS 3.10(D) · Literary Devices · Sheet 10 of 36 · Cluster 2 ·
Module M2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

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

The metaphor is in the words a window into the past. The author says Laura's books are a window. Readers can look through them to see the past.

CHOOSE

C. C says Laura's work is a window, which is a metaphor. A and B are literal facts.

SHOW

A window lets you see somewhere else. The books let readers see life long ago.

OWN

The author uses a metaphor to show that Laura's books let readers see what frontier life was really like.

DEFEND

Without the metaphor, the reader would lose what a window into the past adds. The author says Laura's books are a window. Readers can look through them to see the past.

YOUR TURN

Answers vary. One example: Historians, teachers, and students continue to study Laura's work because it provides a window into the past.

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

⌚ ~4 min

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

"Let us check our work across the five thinking levels."

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

"Your words can be different from the key, as long as you point to the exact words and explain them."

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(D) · Literary Devices · Sheet 10 of 36 · Cluster 2 ·
Module M2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Historians, teachers, and students continue to study Laura's work because it provides a window into the past.

What does the author mean by calling Laura's work "a window into the past"?

- A Her books were written in a house with many windows.
- B Her books let readers see what life was like long ago.
- C Her books tell how to build windows for a log cabin.
- D Her books are kept on a shelf near a school window.

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 excerpt and the four choices aloud.

"Read all four choices before you decide. Check each one against the exact words in the excerpt."

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is B. Like looking through a window, the books let readers see the past.

TEKS 3.10(D) · Literary Devices · Sheet 10 of 36 · Cluster 2 ·
Module M2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is B.

- A Her books were written in a house with many windows.**
The author is not talking about a real window.
- B Her books let readers see what life was like long ago.**
Correct. Like looking through a window, the books let readers see the past.
- C Her books tell how to build windows for a log cabin.**
The books are about frontier life, not building windows.
- D Her books are kept on a shelf near a school window.**
Where the books are kept is not the point of the comparison.

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

⌚ ~4 min

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

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

▶ *Reveal each choice and its explanation. Spend time on the wrong answers.*

“Like looking through a window, the books let readers see the past.”

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

ANSWER KEY: B is correct.

TEKS 3.10(D) · Literary Devices · Sheet 10 of 36 · Cluster 2 · Module M2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Contrast is when an author places two very different ideas side by side.

The difference helps the reader notice a change or an important idea.

When I find contrast, I ask: What two things are different, and why does the author show both?

THIS WEEK’S DEVICE

Contrast

from “**Laura Ingalls Wilder**”

Find how the author uses contrast in our reading.

This deck teaches **contrast** 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 learning about contrast. Contrast is when an author places two very different ideas side by side.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is Laura Ingalls Wilder. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 2 Module M3 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(D) • Literary Devices • Sheet 11 of 36 • Cluster 2 •
Module M3 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what contrast means in their own words.

COMMON MISCONCEPTION

Students may call any descriptive sentence a device. Ask them to point to the exact words.

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice contrast in the reading."

EXACT TEKS WORDING

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

Notice the contrast.

Read this sentence from the reading. Find the words that show contrast.

"The prairie itself was both beautiful and challenging."

I CAN I can notice contrast in our reading.

Grade 3 • Cluster 2 • Literary Devices • 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 contrast in our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show contrast."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The contrast is in the words beautiful, challenging. The contrast shows the prairie had good and hard sides.

TEKS 3.10(D) • Literary Devices • Sheet 11 of 36 • Cluster 2 •
Module M3 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may describe the topic instead of the author's words.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows contrast."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows contrast. Which one?

- A. A journey that takes only a few hours today might have taken days or weeks during Laura's childhood.
 B. Laura's parents were Charles and Caroline Ingalls.
 C. Over time, the books became famous around the world.

I CAN I can choose the sentence that shows contrast and explain why.

Grade 3 • Cluster 2 • Literary Devices • 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 choose the sentence that shows contrast and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows contrast. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: A. A sets a few hours today against days or weeks long ago. B and C state facts with no contrast.

TEKS 3.10(D) • Literary Devices • Sheet 11 of 36 • Cluster 2 •
 Module M3 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may describe the topic instead of the author's words.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what contrast does."

EXACT TEKS WORDING

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

Show what the contrast does.

What does the contrast in this sentence help you see, hear, feel, or understand?

"A journey that takes only a few hours today might have taken days or weeks during Laura's childhood."

I CAN I can explain what contrast does in the reading.



Grade 3 • Cluster 2 • Literary Devices • 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 contrast does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the contrast in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: The contrast shows how much slower travel was long ago.

TEKS 3.10(D) • Literary Devices • Sheet 11 of 36 • Cluster 2 •
Module M3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may describe the topic instead of the author's words.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used contrast."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use contrast here instead of plain words?

"Instead of simply listing facts, she told stories from a child's point of view."

I CAN I can explain why the author chose to use contrast.

Grade 3 • Cluster 2 • Literary Devices • 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 explain why the author chose to use contrast."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use contrast here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses contrast so the reader understands how different frontier life was from life today.

TEKS 3.10(D) • Literary Devices • Sheet 11 of 36 • Cluster 2 •
Module M3 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may describe the topic instead of the author's words.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why contrast matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the contrast?

"The prairie itself was both beautiful and challenging."

I CAN I can defend why the author's contrast matters to the meaning.

Grade 3 • Cluster 2 • Literary Devices • 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 defend why the author's contrast matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the contrast?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the contrast, the reader would lose what beautiful, challenging adds. The contrast shows the prairie had good and hard sides.

TEKS 3.10(D) • Literary Devices • Sheet 11 of 36 • Cluster 2 •
Module M3 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may describe the topic instead of the author's words.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find contrast.

On your tracking sheet, find one more example of contrast in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses contrast.

Copy the exact words.

Then explain: What does this contrast help you see, hear, feel, or understand?

I CAN I can find and explain contrast in our reading 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. On your tracking sheet, find one more example of contrast in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: Instead of simply listing facts, she told stories from a child's point of view.

TEKS 3.10(D) · Literary Devices · Sheet 11 of 36 · Cluster 2 ·
Module M3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may pick any sentence.

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

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

The contrast is in the words beautiful, challenging. The contrast shows the prairie had good and hard sides.

CHOOSE

A. A sets a few hours today against days or weeks long ago. B and C state facts with no contrast.

SHOW

The contrast shows how much slower travel was long ago.

OWN

The author uses contrast so the reader understands how different frontier life was from life today.

DEFEND

Without the contrast, the reader would lose what beautiful, challenging adds. The contrast shows the prairie had good and hard sides.

YOUR TURN

Answers vary. One example: Instead of simply listing facts, she told stories from a child's point of view.

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

⌚ ~4 min

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

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

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(D) · Literary Devices · Sheet 11 of 36 · Cluster 2 ·
Module M3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

A journey that takes only a few hours today might have taken days or weeks during Laura's childhood.**What is the author contrasting in this sentence?**

- A** how Laura traveled compared with how her sisters traveled
- B** how many books Laura wrote today and long ago
- C** how long travel takes today and how long it took long ago
- D** how cold winters were compared with how hot summers were

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 excerpt and the four choices aloud.

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is C. The sentence sets a few hours today against days or weeks.TEKS 3.10(D) · Literary Devices · Sheet 11 of 36 · Cluster 2 ·
Module M3 · slide 9 of 10**CHECK FOR UNDERSTANDING**

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is C.

- A** **how Laura traveled compared with how her sisters traveled**
Laura's sisters are not part of this sentence.
- B** **how many books Laura wrote today and long ago**
The sentence is about journeys, not books.
- C** **how long travel takes today and how long it took long ago**
Correct. The sentence sets a few hours today against days or weeks.
- D** **how cold winters were compared with how hot summers were**
The sentence does not talk about seasons.

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 and its explanation. Spend time on the wrong answers.*

“The sentence sets a few hours today against days or weeks.”

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

ANSWER KEY: C is correct.

TEKS 3.10(D) · Literary Devices · Sheet 11 of 36 · Cluster 2 · Module M3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

An idiom is a common phrase whose meaning is different from its exact words.

Authors use idioms to sound natural and to say a lot in a few words.

When I find an idiom, I ask: What do these words really mean here?

THIS WEEK’S DEVICE

Idiom

from “**Laura Ingalls Wilder**”

Find how the author uses idiom in our reading.

This deck teaches **idiom** 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 learning about idiom. An idiom is a common phrase whose meaning is different from its exact words.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is Laura Ingalls Wilder. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 2 Module M4 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(D) • Literary Devices • Sheet 12 of 36 • Cluster 2 •
Module M4 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what idiom means in their own words.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice idiom in the reading."

EXACT TEKS WORDING

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

Notice the idiom.

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

"Her descriptions helped bring history to life."

I CAN I can notice idiom in our reading.

Grade 3 • Cluster 2 • Literary Devices • 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 our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show idiom."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The idiom is in the words bring history to life. This idiom means Laura made the past feel real. History is not really alive.

TEKS 3.10(D) • Literary Devices • Sheet 12 of 36 • Cluster 2 •
Module M4 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows idiom."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows idiom. Which one?

- A. Laura's parents were Charles and Caroline Ingalls.
 B. Her descriptions helped bring history to life.
 C. Many years later, she decided to write about them.

I CAN I can choose the sentence that shows idiom and explain why.

Grade 3 • Cluster 2 • Literary Devices • 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 choose the sentence that shows idiom and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows idiom. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: B. B uses the idiom bring history to life. A and C mean exactly what they say.

TEKS 3.10(D) • Literary Devices • Sheet 12 of 36 • Cluster 2 •
 Module M4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what idiom does."

EXACT TEKS WORDING

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

Show what the idiom does.

What does the idiom in this sentence help you see, hear, feel, or understand?

"Laura Ingalls Wilder's legacy continues to live on through her stories."

I CAN I can explain what idiom does in the reading.



Grade 3 • Cluster 2 • Literary Devices • 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 idiom does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the idiom in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: Live on means her work is still remembered and read today.

TEKS 3.10(D) • Literary Devices • Sheet 12 of 36 • Cluster 2 •
Module M4 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used idiom."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use idiom here instead of plain words?

"By sharing her experiences, Laura helped keep an important part of American history alive for future generations."

I CAN I can explain why the author chose to use idiom.

Grade 3 • Cluster 2 • Literary Devices • 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 explain why the author chose to use idiom."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use idiom here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses idioms to show how strongly Laura's books help readers connect with the past.

TEKS 3.10(D) • Literary Devices • Sheet 12 of 36 • Cluster 2 •
Module M4 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why idiom matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the idiom?

"Her descriptions helped bring history to life."

I CAN I can defend why the author's idiom matters to the meaning.

Grade 3 • Cluster 2 • Literary Devices • 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 defend why the author's idiom matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the idiom?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the idiom, the reader would lose what bring history to life adds. This idiom means Laura made the past feel real. History is not really alive.

TEKS 3.10(D) • Literary Devices • Sheet 12 of 36 • Cluster 2 •
Module M4 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find idiom.

On your tracking sheet, find one more example of idiom in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses idiom.

Copy the exact words.

Then explain: What does this idiom help you see, hear, feel, or understand?

I CAN I can find and explain idiom in our reading 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. On your tracking sheet, find one more example of idiom in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: By sharing her experiences, Laura helped keep an important part of American history alive for future generations.

TEKS 3.10(D) · Literary Devices · Sheet 12 of 36 · Cluster 2 ·
Module M4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

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

The idiom is in the words bring history to life. This idiom means Laura made the past feel real. History is not really alive.

CHOOSE

B. B uses the idiom bring history to life. A and C mean exactly what they say.

SHOW

Live on means her work is still remembered and read today.

OWN

The author uses idioms to show how strongly Laura's books help readers connect with the past.

DEFEND

Without the idiom, the reader would lose what bring history to life adds. This idiom means Laura made the past feel real. History is not really alive.

YOUR TURN

Answers vary. One example: By sharing her experiences, Laura helped keep an important part of American history alive for future generations.

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

⌚ ~4 min

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

"Let us check our work across the five thinking levels."

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

"Your words can be different from the key, as long as you point to the exact words and explain them."

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(D) · Literary Devices · Sheet 12 of 36 · Cluster 2 ·
Module M4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Her descriptions helped bring history to life.**What does the phrase "bring history to life" mean?**

- A** make people from the past come back and live
- B** make a history book longer and harder to read
- C** make history lessons happen outside on a farm
- D** make the past feel real and easy to imagine

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 excerpt and the four choices aloud.

"Read all four choices before you decide. Check each one against the exact words in the excerpt."

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is D. The idiom means the descriptions made history feel real.TEKS 3.10(D) · Literary Devices · Sheet 12 of 36 · Cluster 2 ·
Module M4 · slide 9 of 10**CHECK FOR UNDERSTANDING**

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is D.

- A** **make people from the past come back and live**
History cannot really become alive. The phrase is not meant literally.
- B** **make a history book longer and harder to read**
The phrase is about making history real, not longer.
- C** **make history lessons happen outside on a farm**
The phrase has nothing to do with where lessons take place.
- D** **make the past feel real and easy to imagine**
Correct. The idiom means the descriptions made history feel real.

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 and its explanation. Spend time on the wrong answers.*

“The idiom means the descriptions made history feel real.”

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

ANSWER KEY: D is correct.

TEKS 3.10(D) · Literary Devices · Sheet 12 of 36 · Cluster 2 · Module M4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Imagery is language that uses the senses: sight, sound, touch, taste, and smell. Authors use imagery so I can see, hear, or feel what is happening in the reading. When I find imagery, I ask: Which words help me picture this, and what sense do they use?

THIS WEEK’S DEVICE

Imagery

from “Why We Need Laws”

Find how the author uses imagery in our reading.

This deck teaches **imagery** 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 learning about imagery. Imagery is language that uses the senses: sight, sound, touch, taste, and smell.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is Why We Need Laws. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 3 Module M1 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(D) • Literary Devices • Sheet 13 of 36 • Cluster 3 •
Module M1 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what imagery means in their own words.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

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

Notice the imagery.

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

"Voices grew loud like clashing, noisy rings."

I CAN I can notice imagery in our reading.

Grade 3 • Cluster 3 • Literary Devices • 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 our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show imagery."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The imagery is in the words loud, clashing, noisy. The reader can hear how loud and harsh the arguing was.

TEKS 3.10(D) • Literary Devices • Sheet 13 of 36 • Cluster 3 •
Module M1 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows imagery."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows imagery. Which one?

- A. To write fair rules that everyone would obey.
- B. And support communities year after year.
- C. Voices grew loud like clashing, noisy rings.

I CAN I can choose the sentence that shows imagery and explain why.

Grade 3 • Cluster 3 • Literary Devices • 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 choose the sentence that shows imagery and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows imagery. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: C. C uses the sound words loud, clashing, and noisy. A and B have no sensory words.

TEKS 3.10(D) • Literary Devices • Sheet 13 of 36 • Cluster 3 •
Module M1 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what imagery does."

EXACT TEKS WORDING

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

Show what the imagery does.

What does the imagery in this sentence help you see, hear, feel, or understand?

"With busy streets and leaders wearing crowns."

I CAN I can explain what imagery does in the reading.



Grade 3 • Cluster 3 • Literary Devices • 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 imagery does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the imagery in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: The reader can see crowded streets and leaders in crowns.

TEKS 3.10(D) • Literary Devices • Sheet 13 of 36 • Cluster 3 •
Module M1 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used imagery."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use imagery here instead of plain words?

"Drivers stop safely when the light turns red,"

I CAN I can explain why the author chose to use imagery.

Grade 3 • Cluster 3 • Literary Devices • 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 explain why the author chose to use imagery."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use imagery here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses sound imagery so the reader can hear how angry people were before there were laws.

TEKS 3.10(D) • Literary Devices • Sheet 13 of 36 • Cluster 3 •
Module M1 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why imagery matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the imagery?

"Voices grew loud like clashing, noisy rings."

I CAN I can defend why the author's imagery matters to the meaning.

Grade 3 • Cluster 3 • Literary Devices • 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 defend why the author's imagery matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the imagery?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the imagery, the reader would lose what loud, clashing, noisy adds. The reader can hear how loud and harsh the arguing was.

TEKS 3.10(D) • Literary Devices • Sheet 13 of 36 • Cluster 3 •
Module M1 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find imagery.

On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses imagery.

Copy the exact words.

Then explain: What does this imagery help you see, hear, feel, or understand?

I CAN I can find and explain imagery in our reading 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. On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: Drivers stop safely when the light turns red,

TEKS 3.10(D) · Literary Devices · Sheet 13 of 36 · Cluster 3 ·
Module M1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

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

The imagery is in the words loud, clashing, noisy. The reader can hear how loud and harsh the arguing was.

CHOOSE

C. C uses the sound words loud, clashing, and noisy. A and B have no sensory words.

SHOW

The reader can see crowded streets and leaders in crowns.

OWN

The author uses sound imagery so the reader can hear how angry people were before there were laws.

DEFEND

Without the imagery, the reader would lose what loud, clashing, noisy adds. The reader can hear how loud and harsh the arguing was.

YOUR TURN

Answers vary. One example: Drivers stop safely when the light turns red,

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

⌚ ~4 min

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

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

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(D) · Literary Devices · Sheet 13 of 36 · Cluster 3 ·
Module M1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Voices grew loud like clashing, noisy rings.**Which sense does the imagery in this line mostly help the reader use?**

- A** hearing, because the words describe loud, clashing sounds
- B** taste, because the words describe food people shared
- C** smell, because the words describe smoke in the town
- D** touch, because the words describe a cold, hard wall

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 excerpt and the four choices aloud.

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is A. Loud, clashing, and noisy are sound words.TEKS 3.10(D) · Literary Devices · Sheet 13 of 36 · Cluster 3 ·
Module M1 · slide 9 of 10**CHECK FOR UNDERSTANDING**

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is A.

A hearing, because the words describe loud, clashing sounds

Correct. Loud, clashing, and noisy are sound words.

B taste, because the words describe food people shared

The line does not mention food or taste.

C smell, because the words describe smoke in the town

Nothing in the line can be smelled.

D touch, because the words describe a cold, hard wall

The line describes voices, not a wall.

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 and its explanation. Spend time on the wrong answers.*

“Loud, clashing, and noisy are sound words.”

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

ANSWER KEY: A is correct.

TEKS 3.10(D) · Literary Devices · Sheet 13 of 36 · Cluster 3 · Module M1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Repetition is when an author repeats a word or phrase on purpose.

Contrast is when the author places two different ideas side by side.

Both devices point the reader toward what the author thinks is important.

THIS WEEK’S DEVICE

Repetition and Contrast

from “Why We Need Laws”

Find how the author uses repetition and contrast in our reading.

This deck teaches **repetition and contrast** 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 learning about repetition and contrast. Repetition is when an author repeats a word or phrase on purpose.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is Why We Need Laws. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 3 Module M2 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(D) • Literary Devices • Sheet 14 of 36 • Cluster 3 •
Module M2 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what repetition and contrast means in their own words.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice repetition and contrast in the reading."

EXACT TEKS WORDING

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

Notice the repetition and contrast.

Read this sentence from the reading. Find the words that show repetition and contrast.

"Some took more food while others had too little,"

I CAN I can notice repetition and contrast in our reading.

Grade 3 • Cluster 3 • Literary Devices • 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 repetition and contrast in our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show repetition and contrast."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The repetition and contrast is in the words Some took more food, others had too little. The contrast shows how unfair things were without laws.

TEKS 3.10(D) • Literary Devices • Sheet 14 of 36 • Cluster 3 •
Module M2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows repetition and contrast."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows repetition and contrast. Which one?

- A. Whether they were big or whether they were small.
 B. So people gathered, searching for a way,
 C. They help keep order in our neighborhoods,

I CAN I can choose the sentence that shows repetition and contrast and explain why.

Grade 3 · Cluster 3 · Literary Devices · 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 choose the sentence that shows repetition and contrast and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows repetition and contrast. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: A. A repeats whether and contrasts big with small. B and C have no repetition or contrast.

TEKS 3.10(D) · Literary Devices · Sheet 14 of 36 · Cluster 3 ·
 Module M2 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what repetition and contrast does."

EXACT TEKS WORDING

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

Show what the repetition and contrast does.

What does the repetition and contrast in this sentence help you see, hear, feel, or understand?

"Strong voices won while quiet ones stayed brittle."

I CAN I can explain what repetition and contrast does in the reading.



Grade 3 • Cluster 3 • Literary Devices • 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 repetition and contrast does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the repetition and contrast in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: The contrast shows loud people winning while quiet people lost.

TEKS 3.10(D) • Literary Devices • Sheet 14 of 36 • Cluster 3 •
Module M2 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used repetition and contrast."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use repetition and contrast here instead of plain words?

"Whether they were big or whether they were small."

I CAN I can explain why the author chose to use repetition and contrast.

Grade 3 · Cluster 3 · Literary Devices · 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 explain why the author chose to use repetition and contrast."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use repetition and contrast here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses repetition and contrast to show that fair laws protect every person.

TEKS 3.10(D) · Literary Devices · Sheet 14 of 36 · Cluster 3 ·
 Module M2 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why repetition and contrast matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the repetition and contrast?

"Some took more food while others had too little,"

I CAN I can defend why the author's repetition and contrast matters to the meaning.

Grade 3 · Cluster 3 · Literary Devices · 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 defend why the author's repetition and contrast matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the repetition and contrast?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the repetition and contrast, the reader would lose what Some took more food, others had too little adds. The contrast shows how unfair things were without laws.

TEKS 3.10(D) · Literary Devices · Sheet 14 of 36 · Cluster 3 ·
 Module M2 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find repetition and contrast.

On your tracking sheet, find one more example of repetition and contrast in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses repetition and contrast.

Copy the exact words.

Then explain: What does this repetition and contrast help you see, hear, feel, or understand?

I CAN I can find and explain repetition and contrast in our reading 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. On your tracking sheet, find one more example of repetition and contrast in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: Whether they were big or whether they were small.

TEKS 3.10(D) · Literary Devices · Sheet 14 of 36 · Cluster 3 ·
Module M2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

Answers, across the five thinking levels.

NOTICE

The repetition and contrast is in the words Some took more food, others had too little. The contrast shows how unfair things were without laws.

CHOOSE

A. A repeats whether and contrasts big with small. B and C have no repetition or contrast.

SHOW

The contrast shows loud people winning while quiet people lost.

OWN

The author uses repetition and contrast to show that fair laws protect every person.

DEFEND

Without the repetition and contrast, the reader would lose what Some took more food, others had too little adds. The contrast shows how unfair things were without laws.

YOUR TURN

Answers vary. One example: Whether they were big or whether they were small.

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

⌚ ~4 min

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

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

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(D) · Literary Devices · Sheet 14 of 36 · Cluster 3 ·
Module M2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Some took more food while others had too little,

What does the contrast in this line show the reader?

- A** that everyone always had plenty to eat
- B** that life was unfair before there were laws
- C** that people grew food on large farms
- D** that people cooked meals for each other

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 excerpt and the four choices aloud.*

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ *Give think time. Students choose privately before any discussion.*

ANSWER KEY: The answer is B. Some had more and others had too little, which was not fair.

TEKS 3.10(D) · Literary Devices · Sheet 14 of 36 · Cluster 3 · Module M2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is B.

A

that everyone always had plenty to eat

Others had too little, so not everyone had plenty.

B

that life was unfair before there were laws

Correct. Some had more and others had too little, which was not fair.

C

that people grew food on large farms

The line is about sharing food, not farming.

D

that people cooked meals for each other

The line shows people taking food, not cooking.

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 and its explanation. Spend time on the wrong answers.*

“Some had more and others had too little, which was not fair.”

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

ANSWER KEY: B is correct.

TEKS 3.10(D) · Literary Devices · Sheet 14 of 36 · Cluster 3 · Module M2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

Authors use it to make language catchy, musical, and easy to remember.

When I find alliteration, I ask: Which sound repeats, and what does it draw my attention to?

THIS WEEK’S DEVICE

Alliteration

from “Why We Need Laws”

Find how the author uses alliteration in our reading.

This deck teaches **alliteration** 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 learning about alliteration.

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

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is Why We Need Laws. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 3 Module M3 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(D) • Literary Devices • Sheet 15 of 36 • Cluster 3 •
Module M3 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what alliteration means in their own words.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice alliteration in the reading."

EXACT TEKS WORDING

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

Notice the alliteration.

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

"The lesson people learned long, long ago,"

I CAN I can notice alliteration in our reading.

Grade 3 • Cluster 3 • Literary Devices • Monday

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

⌚ ~4 min

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

"Today's thinking job is NOTICE. I can notice alliteration in our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show alliteration."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The alliteration is in the words lesson, learned, long, long. The repeated l sound makes the line sound smooth and easy to remember.

TEKS 3.10(D) • Literary Devices • Sheet 15 of 36 • Cluster 3 •
Module M3 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows alliteration."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows alliteration. Which one?

- A. Many small problems quickly grew to one.
 B. The lesson people learned long, long ago,
 C. Communities could grow more safe and true.

I CAN I can choose the sentence that shows alliteration and explain why.

Grade 3 • Cluster 3 • Literary Devices • 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 choose the sentence that shows alliteration and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows alliteration. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: B. B repeats the l sound in lesson, learned, and long. A and C do not repeat a beginning sound.

TEKS 3.10(D) • Literary Devices • Sheet 15 of 36 • Cluster 3 •
 Module M3 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what alliteration does."

EXACT TEKS WORDING

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

Show what the alliteration does.

What does the alliteration in this sentence help you see, hear, feel, or understand?

"The lesson people learned long, long ago,"

I CAN I can explain what alliteration does in the reading.



Grade 3 • Cluster 3 • Literary Devices • 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 alliteration does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the alliteration in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: Three I words in a row make the line sound like a chant the reader remembers.

TEKS 3.10(D) • Literary Devices • Sheet 15 of 36 • Cluster 3 •
Module M3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN**"I can explain why the author used alliteration."**

EXACT TEKS WORDING

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

Why does the author use alliteration here instead of plain words?

"The lesson people learned long, long ago,"**I CAN** I can explain why the author chose to use alliteration.

Grade 3 • Cluster 3 • Literary Devices • 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 explain why the author chose to use alliteration."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use alliteration here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses alliteration to make the poem's big lesson sound musical and memorable.TEKS 3.10(D) • Literary Devices • Sheet 15 of 36 • Cluster 3 •
Module M3 • slide 5 of 10**CHECK FOR UNDERSTANDING**

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why alliteration matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the alliteration?

"The lesson people learned long, long ago,"

I CAN I can defend why the author's alliteration matters to the meaning.

Grade 3 • Cluster 3 • Literary Devices • 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 defend why the author's alliteration matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the alliteration?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the alliteration, the reader would lose what lesson, learned, long, long adds. The repeated l sound makes the line sound smooth and easy to remember.

TEKS 3.10(D) • Literary Devices • Sheet 15 of 36 • Cluster 3 •
Module M3 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find alliteration.

On your tracking sheet, find one more example of alliteration in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses alliteration.

Copy the exact words.

Then explain: What does this alliteration help you see, hear, feel, or understand?

I CAN I can find and explain alliteration in our reading 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. On your tracking sheet, find one more example of alliteration in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: The lesson people learned long, long ago,

TEKS 3.10(D) · Literary Devices · Sheet 15 of 36 · Cluster 3 ·
Module M3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

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

The alliteration is in the words lesson, learned, long, long. The repeated l sound makes the line sound smooth and easy to remember.

CHOOSE

B. B repeats the l sound in lesson, learned, and long. A and C do not repeat a beginning sound.

SHOW

Three l words in a row make the line sound like a chant the reader remembers.

OWN

The author uses alliteration to make the poem's big lesson sound musical and memorable.

DEFEND

Without the alliteration, the reader would lose what lesson, learned, long, long adds. The repeated l sound makes the line sound smooth and easy to remember.

YOUR TURN

Answers vary. One example: The lesson people learned long, long ago,

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

⌚ ~4 min

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

"Let us check our work across the five thinking levels."

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

"Your words can be different from the key, as long as you point to the exact words and explain them."

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(D) · Literary Devices · Sheet 15 of 36 · Cluster 3 ·
Module M3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

The lesson people learned long, long ago,**Which sound does the author repeat at the beginning of words in this line?**

- A** the p sound in "people" only once
- B** the a sound at the end of "ago"
- C** the l sound in "lesson" and "learned"
- D** the n sound in the middle of "long"

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 excerpt and the four choices aloud.

"Read all four choices before you decide. Check each one against the exact words in the excerpt."

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is C. Lesson, learned, and long all begin with the l sound.TEKS 3.10(D) · Literary Devices · Sheet 15 of 36 · Cluster 3 ·
Module M3 · slide 9 of 10**CHECK FOR UNDERSTANDING**

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is C.

A

the p sound in "people" only once

A sound used only once is not repeated.

B

the a sound at the end of "ago"

Ago begins with a, but no other word in the line starts with it.

C

the l sound in "lesson" and "learned"

Correct. Lesson, learned, and long all begin with the l sound.

D

the n sound in the middle of "long"

Alliteration is the beginning sound, not a middle sound.

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

⌚ ~4 min

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

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

▶ *Reveal each choice and its explanation. Spend time on the wrong answers.*

“Lesson, learned, and long all begin with the l sound.”

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

ANSWER KEY: C is correct.

TEKS 3.10(D) · Literary Devices · Sheet 15 of 36 · Cluster 3 · Module M3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

A simile compares two different things using the word like or as.

The comparison helps me understand one thing by connecting it to something I already know.

When I find a simile, I ask: What two things are compared, and what do they share?

THIS WEEK’S DEVICE

Simile

from “Why We Need Laws”

Find how the author uses simile in our reading.

This deck teaches **simile** 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 learning about simile. A simile compares two different things using the word like or as.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is Why We Need Laws. As we read, we will look closely at the author's words.”

▶ Preview the week: NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 3 Module M4 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(D) • Literary Devices • Sheet 16 of 36 • Cluster 3 •
Module M4 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what simile means in their own words.

COMMON MISCONCEPTION

Students may think any sentence with like or as is a simile. A simile compares two different things.

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice simile in the reading."

EXACT TEKS WORDING

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

Notice the simile.

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

"Voices grew loud like clashing, noisy rings."

I CAN I can notice simile in our reading.

Grade 3 • Cluster 3 • Literary Devices • 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 our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show simile."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The simile is in the words like clashing, noisy rings. The simile compares loud voices to clashing rings, so the reader hears harsh noise.

TEKS 3.10(D) • Literary Devices • Sheet 16 of 36 • Cluster 3 •
Module M4 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think any sentence with like or as is a simile. A simile compares two different things.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows simile."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows simile. Which one?

- A. Disagreements spread like storms across the town,
 B. They guided trade and settled each dispute,
 C. Citizens learned that rules should help them all,

I CAN I can choose the sentence that shows simile and explain why.

Grade 3 • Cluster 3 • Literary Devices • 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 choose the sentence that shows simile and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows simile. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: A. A compares disagreements to storms using like. B and C have no comparison.

TEKS 3.10(D) • Literary Devices • Sheet 16 of 36 • Cluster 3 •
 Module M4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think any sentence with like or as is a simile. A simile compares two different things.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what simile does."

EXACT TEKS WORDING

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

Show what the simile does.

What does the simile in this sentence help you see, hear, feel, or understand?

"Disagreements spread like storms across the town,"

I CAN I can explain what simile does in the reading.



Grade 3 • Cluster 3 • Literary Devices • 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 simile does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the simile in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: The simile compares arguments to storms that spread fast and cause trouble.

TEKS 3.10(D) • Literary Devices • Sheet 16 of 36 • Cluster 3 •
Module M4 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think any sentence with like or as is a simile. A simile compares two different things.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used simile."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use simile here instead of plain words?

"Disagreements spread like storms across the town,"

I CAN I can explain why the author chose to use simile.

Grade 3 • Cluster 3 • Literary Devices • 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 explain why the author chose to use simile."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use simile here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses similes so the reader understands how loud and harmful the fighting was before laws.

TEKS 3.10(D) • Literary Devices • Sheet 16 of 36 • Cluster 3 •
Module M4 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think any sentence with like or as is a simile. A simile compares two different things.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why simile matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the simile?

"Voices grew loud like clashing, noisy rings."

I CAN I can defend why the author's simile matters to the meaning.

Grade 3 • Cluster 3 • Literary Devices • 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 defend why the author's simile matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the simile?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the simile, the reader would lose what like clashing, noisy rings adds. The simile compares loud voices to clashing rings, so the reader hears harsh noise.

TEKS 3.10(D) • Literary Devices • Sheet 16 of 36 • Cluster 3 •
Module M4 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think any sentence with like or as is a simile. A simile compares two different things.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find simile.

On your tracking sheet, find one more example of simile in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses simile.

Copy the exact words.

Then explain: What does this simile help you see, hear, feel, or understand?

I CAN I can find and explain simile in our reading 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. On your tracking sheet, find one more example of simile in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: Disagreements spread like storms across the town,

TEKS 3.10(D) · Literary Devices · Sheet 16 of 36 · Cluster 3 ·
Module M4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may think any sentence with like or as is a simile. A simile compares two different things.

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

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

The simile is in the words like clashing, noisy rings. The simile compares loud voices to clashing rings, so the reader hears harsh noise.

CHOOSE

A. A compares disagreements to storms using like. B and C have no comparison.

SHOW

The simile compares arguments to storms that spread fast and cause trouble.

OWN

The author uses similes so the reader understands how loud and harmful the fighting was before laws.

DEFEND

Without the simile, the reader would lose what like clashing, noisy rings adds. The simile compares loud voices to clashing rings, so the reader hears harsh noise.

YOUR TURN

Answers vary. One example: Disagreements spread like storms across the town,

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

⌚ ~4 min

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

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

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(D) · Literary Devices · Sheet 16 of 36 · Cluster 3 ·
Module M4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Disagreements spread like storms across the town,**What does the author compare disagreements to in this line?**

- A** a town, to show the arguments were very large
- B** rain, to show people cried when they argued
- C** laws, to show the arguments helped people agree
- D** storms, to show the arguments spread fast and caused harm

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 excerpt and the four choices aloud.***“Read all four choices before you decide. Check each one against the exact words in the excerpt.”**▶ *Give think time. Students choose privately before any discussion.***ANSWER KEY:** The answer is D. The word like compares the disagreements to storms.TEKS 3.10(D) · Literary Devices · Sheet 16 of 36 · Cluster 3 ·
Module M4 · slide 9 of 10**CHECK FOR UNDERSTANDING**

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is D.

- A a town, to show the arguments were very large**
Town tells where the arguments spread. It is not the comparison.
- B rain, to show people cried when they argued**
The line says storms, not rain or crying.
- C laws, to show the arguments helped people agree**
Laws are not in this line, and arguments did not help.
- D storms, to show the arguments spread fast and caused harm**
Correct. The word like compares the disagreements to storms.

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

⌚ ~4 min

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

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

▶ *Reveal each choice and its explanation. Spend time on the wrong answers.*

“The word like compares the disagreements to storms.”

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

ANSWER KEY: D is correct.

TEKS 3.10(D) · Literary Devices · Sheet 16 of 36 · Cluster 3 · Module M4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

An idiom is a common phrase whose meaning is different from its exact words.

Authors use idioms to sound natural and to say a lot in a few words.

When I find an idiom, I ask: What do these words really mean here?

THIS WEEK’S DEVICE

Idiom

from “The Invention of Electricity”

Find how the author uses idiom in our reading.

This deck teaches **idiom** 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 learning about idiom. An idiom is a common phrase whose meaning is different from its exact words.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is The Invention of Electricity. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 4 Module M1 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(D) • Literary Devices • Sheet 17 of 36 • Cluster 4 •
Module M1 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what idiom means in their own words.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice idiom in the reading."

EXACT TEKS WORDING

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

Notice the idiom.

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

"The invention also gave people peace of mind."

I CAN I can notice idiom in our reading.

Grade 3 • Cluster 4 • Literary Devices • 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 our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show idiom."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The idiom is in the words peace of mind. This idiom means people felt calm and stopped worrying so much.

TEKS 3.10(D) • Literary Devices • Sheet 17 of 36 • Cluster 4 •
Module M1 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows idiom."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows idiom. Which one?

- A. He was born in 1706 in Boston and grew up curious about how things worked.
 B. The invention also gave people peace of mind.
 C. A lightning rod is a metal rod placed on top of a building.

I CAN I can choose the sentence that shows idiom and explain why.

Grade 3 • Cluster 4 • Literary Devices • 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 choose the sentence that shows idiom and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows idiom. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: B. B uses the idiom peace of mind. A and C are literal facts.

TEKS 3.10(D) • Literary Devices • Sheet 17 of 36 • Cluster 4 •
 Module M1 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what idiom does."

EXACT TEKS WORDING

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

Show what the idiom does.

What does the idiom in this sentence help you see, hear, feel, or understand?

"The invention also gave people peace of mind."

I CAN I can explain what idiom does in the reading.



Grade 3 • Cluster 4 • Literary Devices • 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 idiom does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the idiom in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: The rod did not hand people anything. It helped them feel safe.

TEKS 3.10(D) • Literary Devices • Sheet 17 of 36 • Cluster 4 •
Module M1 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used idiom."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use idiom here instead of plain words?

"The invention also gave people peace of mind."

I CAN I can explain why the author chose to use idiom.

Grade 3 • Cluster 4 • Literary Devices • 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 explain why the author chose to use idiom."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use idiom here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses an idiom to show that the lightning rod made people feel calm, not only safe.

TEKS 3.10(D) • Literary Devices • Sheet 17 of 36 • Cluster 4 •
Module M1 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why idiom matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the idiom?

"The invention also gave people peace of mind."

I CAN I can defend why the author's idiom matters to the meaning.

Grade 3 • Cluster 4 • Literary Devices • 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 defend why the author's idiom matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the idiom?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the idiom, the reader would lose what peace of mind adds. This idiom means people felt calm and stopped worrying so much.

TEKS 3.10(D) • Literary Devices • Sheet 17 of 36 • Cluster 4 •
Module M1 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find idiom.

On your tracking sheet, find one more example of idiom in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses idiom.

Copy the exact words.

Then explain: What does this idiom help you see, hear, feel, or understand?

I CAN I can find and explain idiom in our reading 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. On your tracking sheet, find one more example of idiom in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: The invention also gave people peace of mind.

TEKS 3.10(D) · Literary Devices · Sheet 17 of 36 · Cluster 4 ·
Module M1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

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

The idiom is in the words peace of mind. This idiom means people felt calm and stopped worrying so much.

CHOOSE

B. B uses the idiom peace of mind. A and C are literal facts.

SHOW

The rod did not hand people anything. It helped them feel safe.

OWN

The author uses an idiom to show that the lightning rod made people feel calm, not only safe.

DEFEND

Without the idiom, the reader would lose what peace of mind adds. This idiom means people felt calm and stopped worrying so much.

YOUR TURN

Answers vary. One example: The invention also gave people peace of mind.

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

⌚ ~4 min

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

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

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(D) · Literary Devices · Sheet 17 of 36 · Cluster 4 ·
Module M1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

The invention also gave people peace of mind.**What does the phrase "peace of mind" mean in this sentence?**

- A** a calm feeling of not being worried
- B** a quiet room where people could think
- C** a small piece of the lightning rod
- D** a smart idea that people wrote down

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 excerpt and the four choices aloud.

"Read all four choices before you decide. Check each one against the exact words in the excerpt."

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is A. The idiom means people felt calm instead of afraid.TEKS 3.10(D) · Literary Devices · Sheet 17 of 36 · Cluster 4 ·
Module M1 · slide 9 of 10**CHECK FOR UNDERSTANDING**

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is A.

A a calm feeling of not being worried
Correct. The idiom means people felt calm instead of afraid.

B a quiet room where people could think
The phrase is not about a real room.

C a small piece of the lightning rod
Peace is not the same as piece, and it is not a real part.

D a smart idea that people wrote down
The phrase is about feeling calm, not writing 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 and its explanation. Spend time on the wrong answers.*

“The idiom means people felt calm instead of afraid.”

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

ANSWER KEY: A is correct.

TEKS 3.10(D) · Literary Devices · Sheet 17 of 36 · Cluster 4 · Module M1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Repetition is when an author uses the same word or phrase more than once on purpose.

Repeating words shows the reader what the author thinks is important.

When I find repetition, I ask: What repeats, and why does the author want me to notice it?

THIS WEEK’S DEVICE

Repetition

from “The Invention of Electricity”

Find how the author uses repetition in our reading.

This deck teaches **repetition** 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 learning about repetition.

Repetition is when an author uses the same word or phrase more than once on purpose.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is The Invention of Electricity. As we read, we will look closely at the author's words.”

▶ Preview the week: *NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

PREP & MATERIALS: the Literary Devices slide deck for Cluster 4 Module M2 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(D) • Literary Devices • Sheet 18 of 36 • Cluster 4 •
Module M2 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what repetition means in their own words.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or phrase the author repeats on purpose.

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice repetition in the reading."

EXACT TEKS WORDING

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

Notice the repetition.

Read this sentence from the reading. Find the words that show repetition.

"Families worried about losing their homes. Farmers worried about protecting animals and crops. Community leaders worried about schools, churches, and public buildings."

I CAN I can notice repetition in our reading.

Grade 3 • Cluster 4 • Literary Devices • 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 repetition in our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show repetition."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The repetition is in the words worried, worried, worried. Repeating worried shows how many people were afraid of lightning.

TEKS 3.10(D) • Literary Devices • Sheet 18 of 36 • Cluster 4 •
Module M2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or phrase the author repeats on purpose.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows repetition."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows repetition. Which one?

- A. This invention was simple, but it was very effective.
 B. Franklin also valued education.
 C. Families could lose their homes, farmers could lose their barns, and communities could lose important buildings.

I CAN I can choose the sentence that shows repetition and explain why.

Grade 3 • Cluster 4 • Literary Devices • 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 choose the sentence that shows repetition and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows repetition. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: C. C repeats could lose three times. A and B do not repeat a word or phrase.

TEKS 3.10(D) • Literary Devices • Sheet 18 of 36 • Cluster 4 •
 Module M2 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or phrase the author repeats on purpose.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what repetition does."

EXACT TEKS WORDING

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

Show what the repetition does.

What does the repetition in this sentence help you see, hear, feel, or understand?

"Families could lose their homes, farmers could lose their barns, and communities could lose important buildings."

I CAN I can explain what repetition does in the reading.



Grade 3 • Cluster 4 • Literary Devices • 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 repetition does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the repetition in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: Repeating could lose shows how much people had at risk.

TEKS 3.10(D) • Literary Devices • Sheet 18 of 36 • Cluster 4 •
Module M2 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or phrase the author repeats on purpose.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used repetition."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use repetition here instead of plain words?

"Families worried about losing their homes. Farmers worried about protecting animals and crops. Community leaders worried about schools, churches, and public buildings."

I CAN I can explain why the author chose to use repetition.

Grade 3 • Cluster 4 • Literary Devices • 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 explain why the author chose to use repetition."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use repetition here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses repetition to show that lightning was a danger to everyone in the community.

TEKS 3.10(D) • Literary Devices • Sheet 18 of 36 • Cluster 4 •
Module M2 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or phrase the author repeats on purpose.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why repetition matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the repetition?

"Families worried about losing their homes. Farmers worried about protecting animals and crops. Community leaders worried about schools, churches, and public buildings."

I CAN I can defend why the author's repetition matters to the meaning.

Grade 3 • Cluster 4 • Literary Devices • 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 defend why the author's repetition matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the repetition?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the repetition, the reader would lose what worried, worried, worried adds. Repeating worried shows how many people were afraid of lightning.

TEKS 3.10(D) • Literary Devices • Sheet 18 of 36 • Cluster 4 •
Module M2 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or phrase the author repeats on purpose.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find repetition.

On your tracking sheet, find one more example of repetition in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses repetition.

Copy the exact words.

Then explain: What does this repetition help you see, hear, feel, or understand?

I CAN I can find and explain repetition in our reading 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. On your tracking sheet, find one more example of repetition in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: Families could lose their homes, farmers could lose their barns, and communities could lose important buildings.

TEKS 3.10(D) · Literary Devices · Sheet 18 of 36 · Cluster 4 ·
Module M2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or phrase the author repeats on purpose.

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

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

The repetition is in the words worried, worried, worried. Repeating worried shows how many people were afraid of lightning.

CHOOSE

C. C repeats could lose three times. A and B do not repeat a word or phrase.

SHOW

Repeating could lose shows how much people had at risk.

OWN

The author uses repetition to show that lightning was a danger to everyone in the community.

DEFEND

Without the repetition, the reader would lose what worried, worried, worried adds. Repeating worried shows how many people were afraid of lightning.

YOUR TURN

Answers vary. One example: Families could lose their homes, farmers could lose their barns, and communities could lose important buildings.

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Grade 3 · Cluster 4 · Literary Devices

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

⌚ ~4 min

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

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

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(D) · Literary Devices · Sheet 18 of 36 · Cluster 4 ·
Module M2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Families worried about losing their homes. Farmers worried about protecting animals and crops. Community leaders worried about schools, churches, and public buildings.

Why does the author repeat the word "worried" in this excerpt?

- A to show that only farmers had problems with storms
- B to show that many different people feared lightning
- C to show that people did not care about lightning
- D to show that schools had the most lightning strikes

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 excerpt and the four choices aloud.

"Read all four choices before you decide. Check each one against the exact words in the excerpt."

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is B. Families, farmers, and leaders all worried, so the fear was everywhere.

TEKS 3.10(D) · Literary Devices · Sheet 18 of 36 · Cluster 4 ·
Module M2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is B.

- A** to show that only farmers had problems with storms
Families and leaders worried too, not only farmers.
- B** to show that many different people feared lightning
Correct. Families, farmers, and leaders all worried, so the fear was everywhere.
- C** to show that people did not care about lightning
The repeated worried shows people cared a great deal.
- D** to show that schools had the most lightning strikes
The excerpt does not compare how often places were struck.

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 and its explanation. Spend time on the wrong answers.*

“Families, farmers, and leaders all worried, so the fear was everywhere.”

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

ANSWER KEY: B is correct.

TEKS 3.10(D) · Literary Devices · Sheet 18 of 36 · Cluster 4 · Module M2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

A metaphor says one thing IS another, different thing, without like or as.

The comparison helps me understand an idea in a new way.

When I find a metaphor, I ask: What two things are compared, and what does the comparison mean?

THIS WEEK’S DEVICE

Metaphor

from “The Invention of Electricity”

Find how the author uses metaphor in our reading.

This deck teaches **metaphor** 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 learning about metaphor. A metaphor says one thing IS another, different thing, without like or as.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is The Invention of Electricity. As we read, we will look closely at the author's words.”

▶ Preview the week: NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 4 Module M3 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(D) • Literary Devices • Sheet 19 of 36 • Cluster 4 •
Module M3 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what metaphor means in their own words.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice metaphor in the reading."

EXACT TEKS WORDING

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

Notice the metaphor.

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

"His work laid an important foundation for future discoveries."

I CAN I can notice metaphor in our reading.

Grade 3 • Cluster 4 • Literary Devices • 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 our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show metaphor."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The metaphor is in the words laid an important foundation. The author says Franklin's work is a foundation, the base that other discoveries are built on.

TEKS 3.10(D) • Literary Devices • Sheet 19 of 36 • Cluster 4 •
Module M3 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows metaphor."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows metaphor. Which one?

- A. His work laid an important foundation for future discoveries.
 B. Franklin also valued education.
 C. Conduct means carrying electricity from one place to another.

I CAN I can choose the sentence that shows metaphor and explain why.

Grade 3 • Cluster 4 • Literary Devices • 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 choose the sentence that shows metaphor and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows metaphor. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: A. A calls Franklin's work a foundation. B and C are literal statements.

TEKS 3.10(D) • Literary Devices • Sheet 19 of 36 • Cluster 4 •
 Module M3 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what metaphor does."

EXACT TEKS WORDING

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

Show what the metaphor does.

What does the metaphor in this sentence help you see, hear, feel, or understand?

"His work laid an important foundation for future discoveries."

I CAN I can explain what metaphor does in the reading.



Grade 3 • Cluster 4 • Literary Devices • 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 metaphor does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the metaphor in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: A foundation holds up a building. Franklin's work held up later science.

TEKS 3.10(D) • Literary Devices • Sheet 19 of 36 • Cluster 4 •
Module M3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used metaphor."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use metaphor here instead of plain words?

"His work laid an important foundation for future discoveries."

I CAN I can explain why the author chose to use metaphor.

Grade 3 • Cluster 4 • Literary Devices • 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 explain why the author chose to use metaphor."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use metaphor here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses a metaphor to show that Franklin's research was the starting base for later discoveries.

TEKS 3.10(D) • Literary Devices • Sheet 19 of 36 • Cluster 4 •
Module M3 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why metaphor matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the metaphor?

"His work laid an important foundation for future discoveries."

I CAN I can defend why the author's metaphor matters to the meaning.

Grade 3 • Cluster 4 • Literary Devices • 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 defend why the author's metaphor matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the metaphor?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the metaphor, the reader would lose what laid an important foundation adds. The author says Franklin's work is a foundation, the base that other discoveries are built on.

TEKS 3.10(D) • Literary Devices • Sheet 19 of 36 • Cluster 4 •
Module M3 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find metaphor.

On your tracking sheet, find one more example of metaphor in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses metaphor.

Copy the exact words.

Then explain: What does this metaphor help you see, hear, feel, or understand?

I CAN I can find and explain metaphor in our reading 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. On your tracking sheet, find one more example of metaphor in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: His work laid an important foundation for future discoveries.

TEKS 3.10(D) · Literary Devices · Sheet 19 of 36 · Cluster 4 ·
Module M3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

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

The metaphor is in the words laid an important foundation. The author says Franklin's work is a foundation, the base that other discoveries are built on.

CHOOSE

A. A calls Franklin's work a foundation. B and C are literal statements.

SHOW

A foundation holds up a building. Franklin's work held up later science.

OWN

The author uses a metaphor to show that Franklin's research was the starting base for later discoveries.

DEFEND

Without the metaphor, the reader would lose what laid an important foundation adds. The author says Franklin's work is a foundation, the base that other discoveries are built on.

YOUR TURN

Answers vary. One example: His work laid an important foundation for future discoveries.

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

⌚ ~4 min

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

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

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(D) · Literary Devices · Sheet 19 of 36 · Cluster 4 ·
Module M3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

His work laid an important foundation for future discoveries.**What does the author mean when saying Franklin's work "laid an important foundation"?**

- A** He poured concrete under his house during a storm.
- B** He started a company that made building stones.
- C** His ideas became a base that later scientists built on.
- D** He wrote a book that was very heavy to carry.

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 excerpt and the four choices aloud.

"Read all four choices before you decide. Check each one against the exact words in the excerpt."

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is C. Like the base of a building, his work supported new discoveries.TEKS 3.10(D) · Literary Devices · Sheet 19 of 36 · Cluster 4 ·
Module M3 · slide 9 of 10**CHECK FOR UNDERSTANDING**

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is C.

- A He poured concrete under his house during a storm.**
The sentence is not about building a real house.
- B He started a company that made building stones.**
Franklin did not make stones. The foundation is a comparison.
- C His ideas became a base that later scientists built on.**
Correct. Like the base of a building, his work supported new discoveries.
- D He wrote a book that was very heavy to carry.**
The sentence does not talk about the weight of a book.

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

⌚ ~4 min

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

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

▶ *Reveal each choice and its explanation. Spend time on the wrong answers.*

“Like the base of a building, his work supported new discoveries.”

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

ANSWER KEY: C is correct.

TEKS 3.10(D) · Literary Devices · Sheet 19 of 36 · Cluster 4 · Module M3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Literal language means exactly what the words say.

Figurative language uses words in an unusual way to compare, exaggerate, or create a picture.

When I read, I ask: Does this mean exactly what it says, or is the author using words in a special way?

THIS WEEK’S DEVICE

Literal and Figurative Language

from “The Invention of Electricity”

Find how the author uses literal and figurative language in our reading.

This deck teaches **literal and 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 learning about literal and figurative language. Literal language means exactly what the words say.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is The Invention of Electricity. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE, CHOOSE, SHOW, OWN, and DEFEND.**

PREP & MATERIALS: the Literary Devices slide deck for Cluster 4 Module M4 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(D) • Literary Devices • Sheet 20 of 36 • Cluster 4 •
Module M4 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what literal and figurative language means in their own words.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

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

EXACT TEKS WORDING

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

Literal or figurative?

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

"A lightning rod is a metal rod placed on top of a building."

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

Grade 3 • Cluster 4 • Literary Devices • 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 whether the author's words are literal or figurative."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

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

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: This is literal. It tells exactly what a lightning rod is and where it goes.

TEKS 3.10(D) • Literary Devices • Sheet 20 of 36 • Cluster 4 •
Module M4 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can compare sentences from the reading."

EXACT TEKS WORDING

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

Choose the sentence.

All three are literal. Which one tells what a lightning rod is?

- A. A lightning rod is a metal rod placed on top of a building.
 B. He was born in 1706 in Boston and grew up curious about how things worked.
 C. Conduct means carrying electricity from one place to another.

I CAN I can compare sentences and explain my choice.

Grade 3 • Cluster 4 • Literary Devices • 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 compare sentences and explain my choice."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"All three are literal. Which one tells what a lightning rod is?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: A. A tells exactly what a lightning rod is. B gives Franklin's birth and C defines conduct. All three are literal.

TEKS 3.10(D) • Literary Devices • Sheet 20 of 36 • Cluster 4 •
 Module M4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can explain what literal language tells me."

EXACT TEKS WORDING

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

Show what the words tell you.

What exact information does this sentence give the reader?

"Conduct means carrying electricity from one place to another."

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



Grade 3 • Cluster 4 • Literary Devices • 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 the reader."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What exact information does this sentence give the reader?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: This is literal. It gives the exact meaning of the word conduct.

TEKS 3.10(D) • Literary Devices • Sheet 20 of 36 • Cluster 4 •
 Module M4 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used literal language."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use plain, literal words here?

"He was born in 1706 in Boston and grew up curious about how things worked."

I CAN I can explain why the author chose literal language.



Grade 3 • Cluster 4 • Literary Devices • 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 explain why the author chose literal language."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use plain, literal words here?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses literal language so the reader can understand exactly how the invention works.

TEKS 3.10(D) • Literary Devices • Sheet 20 of 36 • Cluster 4 •
 Module M4 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend how literal language fits this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would a figurative version change what the reader understands?

"A lightning rod is a metal rod placed on top of a building."

I CAN I can defend why the author's literal language fits the text.

Grade 3 • Cluster 4 • Literary Devices • 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 defend why the author's literal language fits the text."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would a figurative version change what the reader understands?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: This is literal. It tells exactly what a lightning rod is and where it goes.

TEKS 3.10(D) • Literary Devices • Sheet 20 of 36 • Cluster 4 •
Module M4 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn: literal or figurative?

On your tracking sheet, find a sentence that is literal, and tell how you know in the reading. Copy the exact words.

Go back to the reading.

Find one sentence that is literal.

Copy the exact words.

Then explain: How do you know it means exactly what it says?

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. On your tracking sheet, find a sentence that is literal, and tell how you know in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. Any literal sentence from the reading, such as: Conduct means carrying electricity from one place to another.

TEKS 3.10(D) · Literary Devices · Sheet 20 of 36 · Cluster 4 ·
Module M4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

Answers, across the five thinking levels.

NOTICE

This is literal. It tells exactly what a lightning rod is and where it goes.

CHOOSE

A. A tells exactly what a lightning rod is. B gives Franklin's birth and C defines conduct. All three are literal.

SHOW

This is literal. It gives the exact meaning of the word conduct.

OWN

The author uses literal language so the reader can understand exactly how the invention works.

DEFEND

This is literal. It tells exactly what a lightning rod is and where it goes.

YOUR TURN

Answers vary. Any literal sentence from the reading, such as: Conduct means carrying electricity from one place to another.

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

⌚ ~4 min

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

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

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(D) · Literary Devices · Sheet 20 of 36 · Cluster 4 ·
Module M4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

A lightning rod is a metal rod placed on top of a building.

Is this sentence literal or figurative?

- A** figurative, because the rod is compared to a building
- B** figurative, because rods cannot really be on buildings
- C** literal, because it uses like to make a comparison
- D** literal, because it tells exactly what a lightning rod is

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 excerpt and the four choices aloud.*

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ *Give think time. Students choose privately before any discussion.*

ANSWER KEY: The answer is D. The words mean just what they say.

TEKS 3.10(D) · Literary Devices · Sheet 20 of 36 · Cluster 4 · Module M4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is D.

- A** **figurative, because the rod is compared to a building**
The rod is placed on a building. It is not compared to one.
- B** **figurative, because rods cannot really be on buildings**
Lightning rods really are placed on top of buildings.
- C** **literal, because it uses like to make a comparison**
The sentence does not use like or make a comparison.
- D** **literal, because it tells exactly what a lightning rod is**
Correct. The words mean just what they say.

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

⌚ ~4 min

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

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

▶ *Reveal each choice and its explanation. Spend time on the wrong answers.*

“The words mean just what they say.”

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

ANSWER KEY: D is correct.

TEKS 3.10(D) · Literary Devices · Sheet 20 of 36 · Cluster 4 · Module M4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Imagery is language that uses the senses: sight, sound, touch, taste, and smell. Authors use imagery so I can see, hear, or feel what is happening in the reading. When I find imagery, I ask: Which words help me picture this, and what sense do they use?

THIS WEEK’S DEVICE

Imagery

from “Henry Ford: Visionary of Travel”

Find how the author uses imagery in our reading.

This deck teaches **imagery** 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 learning about imagery. Imagery is language that uses the senses: sight, sound, touch, taste, and smell.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is Henry Ford: Visionary of Travel. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 5 Module M1 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(D) • Literary Devices • Sheet 21 of 36 • Cluster 5 •
Module M1 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what imagery means in their own words.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

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

Notice the imagery.

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

"Roads were often rough, muddy, or dusty."

I CAN I can notice imagery in our reading.

Grade 3 • Cluster 5 • Literary Devices • 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 our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show imagery."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The imagery is in the words rough, muddy, or dusty. The reader can see and feel bumpy, muddy, dusty roads.

TEKS 3.10(D) • Literary Devices • Sheet 21 of 36 • Cluster 5 •
Module M1 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows imagery."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows imagery. Which one?

- A. Henry Ford wanted to find a faster and more efficient method.
 B. The Model T quickly became popular.
 C. Roads were often rough, muddy, or dusty.

I CAN I can choose the sentence that shows imagery and explain why.

Grade 3 • Cluster 5 • Literary Devices • 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 choose the sentence that shows imagery and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows imagery. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: C. C uses rough, muddy, and dusty. A and B give facts with no sensory words.

TEKS 3.10(D) • Literary Devices • Sheet 21 of 36 • Cluster 5 •
 Module M1 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what imagery does."

EXACT TEKS WORDING

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

Show what the imagery does.

What does the imagery in this sentence help you see, hear, feel, or understand?

"Dusty roads connected many towns, and cars helped people travel across them more quickly."

I CAN I can explain what imagery does in the reading.



Grade 3 • Cluster 5 • Literary Devices • 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 imagery does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the imagery in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: The reader can picture dust rising from the dirt roads.

TEKS 3.10(D) • Literary Devices • Sheet 21 of 36 • Cluster 5 •
Module M1 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used imagery."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use imagery here instead of plain words?

"Roads were often rough, muddy, or dusty."

I CAN I can explain why the author chose to use imagery.

Grade 3 • Cluster 5 • Literary Devices • 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 explain why the author chose to use imagery."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use imagery here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses imagery so the reader understands why travel by horse and wagon was slow and hard.

TEKS 3.10(D) • Literary Devices • Sheet 21 of 36 • Cluster 5 •
Module M1 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why imagery matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the imagery?

"Roads were often rough, muddy, or dusty."

I CAN I can defend why the author's imagery matters to the meaning.

Grade 3 • Cluster 5 • Literary Devices • 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 defend why the author's imagery matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the imagery?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the imagery, the reader would lose what rough, muddy, or dusty adds. The reader can see and feel bumpy, muddy, dusty roads.

TEKS 3.10(D) • Literary Devices • Sheet 21 of 36 • Cluster 5 •
Module M1 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find imagery.

On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses imagery.

Copy the exact words.

Then explain: What does this imagery help you see, hear, feel, or understand?

I CAN I can find and explain imagery in our reading 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. On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: Dusty roads connected many towns, and cars helped people travel across them more quickly.

TEKS 3.10(D) · Literary Devices · Sheet 21 of 36 · Cluster 5 ·
Module M1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

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

The imagery is in the words rough, muddy, or dusty. The reader can see and feel bumpy, muddy, dusty roads.

CHOOSE

C. C uses rough, muddy, and dusty. A and B give facts with no sensory words.

SHOW

The reader can picture dust rising from the dirt roads.

OWN

The author uses imagery so the reader understands why travel by horse and wagon was slow and hard.

DEFEND

Without the imagery, the reader would lose what rough, muddy, or dusty adds. The reader can see and feel bumpy, muddy, dusty roads.

YOUR TURN

Answers vary. One example: Dusty roads connected many towns, and cars helped people travel across them more quickly.

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

⌚ ~4 min

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

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

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(D) · Literary Devices · Sheet 21 of 36 · Cluster 5 ·
Module M1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Roads were often rough, muddy, or dusty.

Which words help the reader picture the roads?

- A** "rough, muddy, or dusty" because they can be seen and felt
- B** "Roads were" because they name what the sentence is about
- C** "often" because it tells how many times roads were used
- D** "were often" because they tell when people traveled on roads

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 excerpt and the four choices aloud.*

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ *Give think time. Students choose privately before any discussion.*

ANSWER KEY: The answer is A. These words let the reader see and feel the roads.

TEKS 3.10(D) · Literary Devices · Sheet 21 of 36 · Cluster 5 ·
Module M1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is A.

- A "rough, muddy, or dusty" because they can be seen and felt**
Correct. These words let the reader see and feel the roads.
- B "Roads were" because they name what the sentence is about**
These words name the topic but do not describe it.
- C "often" because it tells how many times roads were used**
Often tells how many times, not what the roads were like.
- D "were often" because they tell when people traveled on roads**
These words connect the sentence but give no sensory details.

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 and its explanation. Spend time on the wrong answers.*

“These words let the reader see and feel the roads.”

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

ANSWER KEY: A is correct.

TEKS 3.10(D) · Literary Devices · Sheet 21 of 36 · Cluster 5 · Module M1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Contrast is when an author places two very different ideas side by side.

The difference helps the reader notice a change or an important idea.

When I find contrast, I ask: What two things are different, and why does the author show both?

THIS WEEK’S DEVICE

Contrast

from “Henry Ford: Visionary of Travel”

Find how the author uses contrast in our reading.

This deck teaches **contrast** 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 learning about contrast. Contrast is when an author places two very different ideas side by side.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is Henry Ford: Visionary of Travel. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 5 Module M2 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(D) • Literary Devices • Sheet 22 of 36 • Cluster 5 •
Module M2 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what contrast means in their own words.

COMMON MISCONCEPTION

Students may call any descriptive sentence a device. Ask them to point to the exact words.

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice contrast in the reading."

EXACT TEKS WORDING

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

Notice the contrast.

Read this sentence from the reading. Find the words that show contrast.

"Instead of producing only a small number of expensive vehicles, he wanted to build reliable automobiles that many people could afford."

I CAN I can notice contrast in our reading.

Grade 3 • Cluster 5 • Literary Devices • 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 contrast in our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show contrast."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The contrast is in the words expensive vehicles, automobiles that many people could afford. The contrast shows how Ford's idea was different from other car makers.

TEKS 3.10(D) • Literary Devices • Sheet 22 of 36 • Cluster 5 •
Module M2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may describe the topic instead of the author's words.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows contrast."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows contrast. Which one?

- A. He was born in 1863 on a farm in Michigan.
 B. It was designed for ordinary families rather than just wealthy buyers.
 C. Eventually, Henry became a mechanic.

I CAN I can choose the sentence that shows contrast and explain why.

Grade 3 • Cluster 5 • Literary Devices • 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 choose the sentence that shows contrast and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows contrast. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: B. B sets ordinary families against wealthy buyers. A and C are single facts with no contrast.

TEKS 3.10(D) • Literary Devices • Sheet 22 of 36 • Cluster 5 •
 Module M2 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may describe the topic instead of the author's words.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what contrast does."

EXACT TEKS WORDING

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

Show what the contrast does.

What does the contrast in this sentence help you see, hear, feel, or understand?

"It was designed for ordinary families rather than just wealthy buyers."

I CAN I can explain what contrast does in the reading.



Grade 3 • Cluster 5 • Literary Devices • 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 contrast does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the contrast in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: The contrast shows who the Model T was made for.

TEKS 3.10(D) • Literary Devices • Sheet 22 of 36 • Cluster 5 •
Module M2 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may describe the topic instead of the author's words.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used contrast."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use contrast here instead of plain words?

"Instead of accepting that automobiles were only for wealthy people, he worked to make them available to ordinary families."

I CAN I can explain why the author chose to use contrast.

Grade 3 • Cluster 5 • Literary Devices • 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 explain why the author chose to use contrast."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use contrast here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses contrast to show how Ford's idea made cars possible for everyday families.

TEKS 3.10(D) • Literary Devices • Sheet 22 of 36 • Cluster 5 •
Module M2 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may describe the topic instead of the author's words.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why contrast matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the contrast?

"Instead of producing only a small number of expensive vehicles, he wanted to build reliable automobiles that many people could afford."

I CAN I can defend why the author's contrast matters to the meaning.

Grade 3 • Cluster 5 • Literary Devices • 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 defend why the author's contrast matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the contrast?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the contrast, the reader would lose what expensive vehicles, automobiles that many people could afford adds. The contrast shows how Ford's idea was different from other car makers.

TEKS 3.10(D) • Literary Devices • Sheet 22 of 36 • Cluster 5 •
Module M2 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may describe the topic instead of the author's words.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find contrast.

On your tracking sheet, find one more example of contrast in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses contrast.

Copy the exact words.

Then explain: What does this contrast help you see, hear, feel, or understand?

I CAN I can find and explain contrast in our reading 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. On your tracking sheet, find one more example of contrast in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: Instead of accepting that automobiles were only for wealthy people, he worked to make them available to ordinary families.

TEKS 3.10(D) · Literary Devices · Sheet 22 of 36 · Cluster 5 ·
Module M2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may pick any sentence.

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

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

The contrast is in the words expensive vehicles, automobiles that many people could afford. The contrast shows how Ford's idea was different from other car makers.

CHOOSE

B. B sets ordinary families against wealthy buyers. A and C are single facts with no contrast.

SHOW

The contrast shows who the Model T was made for.

OWN

The author uses contrast to show how Ford's idea made cars possible for everyday families.

DEFEND

Without the contrast, the reader would lose what expensive vehicles, automobiles that many people could afford adds. The contrast shows how Ford's idea was different from other car makers.

YOUR TURN

Answers vary. One example: Instead of accepting that automobiles were only for wealthy people, he worked to make them available to ordinary families.

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

⌚ ~4 min

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

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

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(D) · Literary Devices · Sheet 22 of 36 · Cluster 5 ·
Module M2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

It was designed for ordinary families rather than just wealthy buyers.**Which two groups does the author contrast in this sentence?**

- A** farmers and factory workers
- B** ordinary families and wealthy buyers
- C** mechanics and business owners
- D** drivers and people riding horses

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 excerpt and the four choices aloud.

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is B. The words rather than set these two groups against each other.TEKS 3.10(D) · Literary Devices · Sheet 22 of 36 · Cluster 5 ·
Module M2 · slide 9 of 10**CHECK FOR UNDERSTANDING**

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is B.

A

farmers and factory workers

Farmers and workers are not named in this sentence.

B

ordinary families and wealthy buyers

Correct. The words rather than set these two groups against each other.

C

mechanics and business owners

This sentence does not mention mechanics or owners.

D

drivers and people riding horses

Horses are not part of this sentence.

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

⌚ ~4 min

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

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

▶ *Reveal each choice and its explanation. Spend time on the wrong answers.*

“The words rather than set these two groups against each other.”

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

ANSWER KEY: B is correct.

TEKS 3.10(D) · Literary Devices · Sheet 22 of 36 · Cluster 5 · Module M2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Literal language means exactly what the words say.

Figurative language uses words in an unusual way to compare, exaggerate, or create a picture.

When I read, I ask: Does this mean exactly what it says, or is the author using words in a special way?

THIS WEEK’S DEVICE

Literal and Figurative Language

from “Henry Ford: Visionary of Travel”

Find how the author uses literal and figurative language in our reading.

This deck teaches **literal and 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 learning about literal and figurative language. Literal language means exactly what the words say.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is Henry Ford: Visionary of Travel. As we read, we will look closely at the author's words.”

▶ Preview the week: NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 5 Module M3 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(D) • Literary Devices • Sheet 23 of 36 • Cluster 5 •
Module M3 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what literal and figurative language means in their own words.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

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

EXACT TEKS WORDING

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

Literal or figurative?

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

"In 1903, Henry Ford started the Ford Motor Company."

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

Grade 3 • Cluster 5 • Literary Devices • 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 whether the author's words are literal or figurative."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

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

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: This is literal. Ford really began a company in 1903.

TEKS 3.10(D) • Literary Devices • Sheet 23 of 36 • Cluster 5 •
Module M3 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can compare sentences from the reading."

EXACT TEKS WORDING

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

Choose the sentence.

All three are literal. Which one tells when Ford's company began?

- A. Most people traveled by horse and wagon.
 B. In 1903, Henry Ford started the Ford Motor Company.
 C. He was born in 1863 on a farm in Michigan.

I CAN I can compare sentences and explain my choice.

Grade 3 • Cluster 5 • Literary Devices • 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 compare sentences and explain my choice."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"All three are literal. Which one tells when Ford's company began?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: B. B tells when the company began. A and C are also literal but tell about travel and Ford's birth.

TEKS 3.10(D) • Literary Devices • Sheet 23 of 36 • Cluster 5 •
 Module M3 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can explain what literal language tells me."

EXACT TEKS WORDING

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

Show what the words tell you.

What exact information does this sentence give the reader?

"Most people traveled by horse and wagon."

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



Grade 3 • Cluster 5 • Literary Devices • 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 the reader."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What exact information does this sentence give the reader?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: This is literal. It tells how people really traveled.

TEKS 3.10(D) • Literary Devices • Sheet 23 of 36 • Cluster 5 •
Module M3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used literal language."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use plain, literal words here?

"He was born in 1863 on a farm in Michigan."

I CAN I can explain why the author chose literal language.



Grade 3 • Cluster 5 • Literary Devices • 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 explain why the author chose literal language."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use plain, literal words here?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses literal language to give the reader exact facts about Ford's life.

TEKS 3.10(D) • Literary Devices • Sheet 23 of 36 • Cluster 5 •
Module M3 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend how literal language fits this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would a figurative version change what the reader understands?

"In 1903, Henry Ford started the Ford Motor Company."

I CAN I can defend why the author's literal language fits the text.

Grade 3 • Cluster 5 • Literary Devices • 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 defend why the author's literal language fits the text."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would a figurative version change what the reader understands?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: This is literal. Ford really began a company in 1903.

TEKS 3.10(D) • Literary Devices • Sheet 23 of 36 • Cluster 5 •
Module M3 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn: literal or figurative?

On your tracking sheet, find a sentence that is literal, and tell how you know in the reading. Copy the exact words.

Go back to the reading.

Find one sentence that is literal.

Copy the exact words.

Then explain: How do you know it means exactly what it says?

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. On your tracking sheet, find a sentence that is literal, and tell how you know in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. Any literal sentence from the reading, such as: Most people traveled by horse and wagon.

TEKS 3.10(D) · Literary Devices · Sheet 23 of 36 · Cluster 5 ·
Module M3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

Answers, across the five thinking levels.

NOTICE

This is literal. Ford really began a company in 1903.

CHOOSE

B. B tells when the company began. A and C are also literal but tell about travel and Ford's birth.

SHOW

This is literal. It tells how people really traveled.

OWN

The author uses literal language to give the reader exact facts about Ford's life.

DEFEND

This is literal. Ford really began a company in 1903.

YOUR TURN

Answers vary. Any literal sentence from the reading, such as: Most people traveled by horse and wagon.

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

⌚ ~4 min

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

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

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(D) · Literary Devices · Sheet 23 of 36 · Cluster 5 ·
Module M3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

In 1903, Henry Ford started the Ford Motor Company.**Is this sentence literal or figurative?**

- A** figurative, because a company cannot really start
- B** figurative, because it compares Ford to a motor
- C** literal, because it states a real event and date
- D** literal, because it uses the word as to compare

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 excerpt and the four choices aloud.***“Read all four choices before you decide. Check each one against the exact words in the excerpt.”**▶ *Give think time. Students choose privately before any discussion.***ANSWER KEY:** The answer is C. The words mean exactly what they say.TEKS 3.10(D) · Literary Devices · Sheet 23 of 36 · Cluster 5 ·
Module M3 · slide 9 of 10**CHECK FOR UNDERSTANDING**

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is C.

- A** **figurative, because a company cannot really start**
People really do start companies.
- B** **figurative, because it compares Ford to a motor**
Nothing is compared. Motor is part of the company name.
- C** **literal, because it states a real event and date**
Correct. The words mean exactly what they say.
- D** **literal, because it uses the word as to compare**
The sentence does not use as to compare anything.

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 and its explanation. Spend time on the wrong answers.*

“The words mean exactly what they say.”

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

ANSWER KEY: C is correct.

TEKS 3.10(D) · Literary Devices · Sheet 23 of 36 · Cluster 5 · Module M3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Contrast is when an author places two very different ideas side by side.

The difference helps the reader notice a change or an important idea.

When I find contrast, I ask: What two things are different, and why does the author show both?

THIS WEEK’S DEVICE

Contrast

from “Henry Ford: Visionary of Travel”

Find how the author uses contrast in our reading.

This deck teaches **contrast** 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 learning about contrast. Contrast is when an author places two very different ideas side by side.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is Henry Ford: Visionary of Travel. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 5 Module M4 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(D) • Literary Devices • Sheet 24 of 36 • Cluster 5 •
Module M4 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what contrast means in their own words.

COMMON MISCONCEPTION

Students may call any descriptive sentence a device. Ask them to point to the exact words.

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice contrast in the reading."

EXACT TEKS WORDING

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

Notice the contrast.

Read this sentence from the reading. Find the words that show contrast.

"People who once depended entirely on horses and wagons now had another option for transportation."

I CAN I can notice contrast in our reading.

Grade 3 • Cluster 5 • Literary Devices • 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 contrast in our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show contrast."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The contrast is in the words once depended entirely on horses and wagons, now had another option. The contrast shows how travel changed from before to after the Model T.

TEKS 3.10(D) • Literary Devices • Sheet 24 of 36 • Cluster 5 •
Module M4 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may describe the topic instead of the author's words.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows contrast."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows contrast. Which one?

- A. Cars also influenced the way people lived.
 B. In 1903, Henry Ford started the Ford Motor Company.
 C. On an assembly line, workers stayed in one location while parts moved from station to station.

I CAN I can choose the sentence that shows contrast and explain why.

Grade 3 • Cluster 5 • Literary Devices • 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 choose the sentence that shows contrast and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows contrast. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: C. C sets workers staying still against parts moving. A and B give facts with no contrast.

TEKS 3.10(D) • Literary Devices • Sheet 24 of 36 • Cluster 5 •
 Module M4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may describe the topic instead of the author's words.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what contrast does."

EXACT TEKS WORDING

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

Show what the contrast does.

What does the contrast in this sentence help you see, hear, feel, or understand?

"On an assembly line, workers stayed in one location while parts moved from station to station."

I CAN I can explain what contrast does in the reading.



Grade 3 • Cluster 5 • Literary Devices • 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 contrast does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the contrast in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: The contrast shows how the assembly line worked.

TEKS 3.10(D) • Literary Devices • Sheet 24 of 36 • Cluster 5 •
Module M4 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may describe the topic instead of the author's words.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used contrast."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use contrast here instead of plain words?

"Instead of accepting that automobiles were only for wealthy people, he worked to make them available to ordinary families."

I CAN I can explain why the author chose to use contrast.

Grade 3 • Cluster 5 • Literary Devices • 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 explain why the author chose to use contrast."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use contrast here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses contrast to show how much Ford's ideas changed work and travel.

TEKS 3.10(D) • Literary Devices • Sheet 24 of 36 • Cluster 5 •
Module M4 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may describe the topic instead of the author's words.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why contrast matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the contrast?

"People who once depended entirely on horses and wagons now had another option for transportation."

I CAN I can defend why the author's contrast matters to the meaning.

Grade 3 • Cluster 5 • Literary Devices • 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 defend why the author's contrast matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the contrast?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the contrast, the reader would lose what once depended entirely on horses and wagons, now had another option adds. The contrast shows how travel changed from before to after the Model T.

TEKS 3.10(D) • Literary Devices • Sheet 24 of 36 • Cluster 5 •
Module M4 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may describe the topic instead of the author's words.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find contrast.

On your tracking sheet, find one more example of contrast in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses contrast.

Copy the exact words.

Then explain: What does this contrast help you see, hear, feel, or understand?

I CAN I can find and explain contrast in our reading 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. On your tracking sheet, find one more example of contrast in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: Instead of accepting that automobiles were only for wealthy people, he worked to make them available to ordinary families.

TEKS 3.10(D) · Literary Devices · Sheet 24 of 36 · Cluster 5 ·
Module M4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may pick any sentence.

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

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

The contrast is in the words once depended entirely on horses and wagons, now had another option. The contrast shows how travel changed from before to after the Model T.

CHOOSE

C. C sets workers staying still against parts moving. A and B give facts with no contrast.

SHOW

The contrast shows how the assembly line worked.

OWN

The author uses contrast to show how much Ford's ideas changed work and travel.

DEFEND

Without the contrast, the reader would lose what once depended entirely on horses and wagons, now had another option adds. The contrast shows how travel changed from before to after the Model T.

YOUR TURN

Answers vary. One example: Instead of accepting that automobiles were only for wealthy people, he worked to make them available to ordinary families.

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

⌚ ~4 min

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

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

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(D) · Literary Devices · Sheet 24 of 36 · Cluster 5 ·
Module M4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

On an assembly line, workers stayed in one location while parts moved from station to station.

What does the contrast in this sentence help the reader understand?

- A** how workers walked from town to town looking for jobs
- B** how parts were thrown away when they broke
- C** how cars were sold at stations along the road
- D** how the assembly line brought parts to workers who stayed put

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 excerpt and the four choices aloud.*

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ *Give think time. Students choose privately before any discussion.*

ANSWER KEY: The answer is D. Workers stayed while parts moved, which explains the new method.

TEKS 3.10(D) · Literary Devices · Sheet 24 of 36 · Cluster 5 ·
Module M4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is D.

- A** **how workers walked from town to town looking for jobs**
Workers stayed in one location in this sentence.
- B** **how parts were thrown away when they broke**
The sentence does not describe broken parts.
- C** **how cars were sold at stations along the road**
Station here means a work spot, not a place to sell cars.
- D** **how the assembly line brought parts to workers who stayed put**
Correct. Workers stayed while parts moved, which explains the new method.

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 and its explanation. Spend time on the wrong answers.*

“Workers stayed while parts moved, which explains the new method.”

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

ANSWER KEY: D is correct.

TEKS 3.10(D) · Literary Devices · Sheet 24 of 36 · Cluster 5 · Module M4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Imagery is language that uses the senses: sight, sound, touch, taste, and smell. Authors use imagery so I can see, hear, or feel what is happening in the reading. When I find imagery, I ask: Which words help me picture this, and what sense do they use?

THIS WEEK’S DEVICE

Imagery

from “Crash”

Find how the author uses imagery in our reading.

This deck teaches **imagery** 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 learning about imagery. Imagery is language that uses the senses: sight, sound, touch, taste, and smell.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is Crash. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 6 Module M1 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(D) • Literary Devices • Sheet 25 of 36 • Cluster 6 •
Module M1 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what imagery means in their own words.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

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

Notice the imagery.

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

"It had started as a tiny seed but now had several bright green leaves."

I CAN I can notice imagery in our reading.

Grade 3 • Cluster 6 • Literary Devices • 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 our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show imagery."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The imagery is in the words tiny seed, bright green leaves. The reader can see how the small seed grew into a bright green plant.

TEKS 3.10(D) • Literary Devices • Sheet 25 of 36 • Cluster 6 •
Module M1 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows imagery."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows imagery. Which one?

- A. The students continued working.
 B. The only sounds were pencils moving across paper, pages turning, and the occasional whisper between students.
 C. Mrs. Ramirez looked around the room.

I CAN I can choose the sentence that shows imagery and explain why.

Grade 3 • Cluster 6 • Literary Devices • 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 choose the sentence that shows imagery and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows imagery. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: B. B helps the reader hear small classroom sounds. A and C tell actions with no sensory details.

TEKS 3.10(D) • Literary Devices • Sheet 25 of 36 • Cluster 6 •
 Module M1 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what imagery does."

EXACT TEKS WORDING

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

Show what the imagery does.

What does the imagery in this sentence help you see, hear, feel, or understand?

"The only sounds were pencils moving across paper, pages turning, and the occasional whisper between students."

I CAN I can explain what imagery does in the reading.



Grade 3 • Cluster 6 • Literary Devices • 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 imagery does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the imagery in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: The reader can hear how quiet and calm the room was.

TEKS 3.10(D) • Literary Devices • Sheet 25 of 36 • Cluster 6 •
Module M1 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used imagery."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use imagery here instead of plain words?

"The plant lay on the floor beside pieces of broken glass. Soil had spilled across the tile, creating a messy pile beneath the window."

I CAN I can explain why the author chose to use imagery.

Grade 3 • Cluster 6 • Literary Devices • 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 explain why the author chose to use imagery."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use imagery here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses imagery so the reader can feel how calm the room was before the crash.

TEKS 3.10(D) • Literary Devices • Sheet 25 of 36 • Cluster 6 •
Module M1 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why imagery matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the imagery?

"It had started as a tiny seed but now had several bright green leaves."

I CAN I can defend why the author's imagery matters to the meaning.

Grade 3 • Cluster 6 • Literary Devices • 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 defend why the author's imagery matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the imagery?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the imagery, the reader would lose what tiny seed, bright green leaves adds. The reader can see how the small seed grew into a bright green plant.

TEKS 3.10(D) • Literary Devices • Sheet 25 of 36 • Cluster 6 •
Module M1 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find imagery.

On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses imagery.

Copy the exact words.

Then explain: What does this imagery help you see, hear, feel, or understand?

I CAN I can find and explain imagery in our reading 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. On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: The plant lay on the floor beside pieces of broken glass. Soil had spilled across the tile, creating a messy pile beneath the window.

TEKS 3.10(D) · Literary Devices · Sheet 25 of 36 · Cluster 6 ·
Module M1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

Answers, across the five thinking levels.

NOTICE

The imagery is in the words tiny seed, bright green leaves. The reader can see how the small seed grew into a bright green plant.

CHOOSE

B. B helps the reader hear small classroom sounds. A and C tell actions with no sensory details.

SHOW

The reader can hear how quiet and calm the room was.

OWN

The author uses imagery so the reader can feel how calm the room was before the crash.

DEFEND

Without the imagery, the reader would lose what tiny seed, bright green leaves adds. The reader can see how the small seed grew into a bright green plant.

YOUR TURN

Answers vary. One example: The plant lay on the floor beside pieces of broken glass. Soil had spilled across the tile, creating a messy pile beneath the window.

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

⌚ ~4 min

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

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

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(D) · Literary Devices · Sheet 25 of 36 · Cluster 6 ·
Module M1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

The only sounds were pencils moving across paper, pages turning, and the occasional whisper between students.

What does the imagery in this sentence help the reader understand about the classroom?

- A** It was quiet and calm while students worked.
- B** It was loud and messy after the jar broke.
- C** It was empty because students went to recess.
- D** It was dark because the lights were turned off.

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 excerpt and the four choices aloud.*

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ *Give think time. Students choose privately before any discussion.*

ANSWER KEY: The answer is A. Soft sounds like pages turning show a peaceful room.

TEKS 3.10(D) · Literary Devices · Sheet 25 of 36 · Cluster 6 ·
Module M1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is A.

A It was quiet and calm while students worked.
Correct. Soft sounds like pages turning show a peaceful room.

B It was loud and messy after the jar broke.
This sentence comes before the crash and describes quiet sounds.

C It was empty because students went to recess.
Students were in the room whispering and writing.

D It was dark because the lights were turned off.
The sentence describes sounds, not light.

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 and its explanation. Spend time on the wrong answers.*

“Soft sounds like pages turning show a peaceful room.”

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

ANSWER KEY: A is correct.

TEKS 3.10(D) · Literary Devices · Sheet 25 of 36 · Cluster 6 · Module M1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Onomatopoeia is a word that imitates a sound, like crash or buzz.

Authors use it so I can hear what is happening in the reading.

When I find onomatopoeia, I ask: What sound does this word make me hear?

THIS WEEK’S DEVICE

Onomatopoeia

from “Crash”

Find how the author uses onomatopoeia in our reading.

This deck teaches **onomatopoeia** 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 learning about onomatopoeia. Onomatopoeia is a word that imitates a sound, like crash or buzz.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is Crash. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 6 Module M2 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(D) • Literary Devices • Sheet 26 of 36 • Cluster 6 •
Module M2 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what onomatopoeia means in their own words.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice onomatopoeia in the reading."

EXACT TEKS WORDING

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

Notice the onomatopoeia.

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

"Crash!"

I CAN I can notice onomatopoeia in our reading.

Grade 3 • Cluster 6 • Literary Devices • 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 our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show onomatopoeia."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The onomatopoeia is in the words Crash!. Crash is a word that sounds like glass breaking.

TEKS 3.10(D) • Literary Devices • Sheet 26 of 36 • Cluster 6 •
Module M2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows onomatopoeia."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows onomatopoeia. Which one?

- A. The table shook.
B. Crash!
C. Amina froze.

I CAN I can choose the sentence that shows onomatopoeia and explain why.

Grade 3 • Cluster 6 • Literary Devices • 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 choose the sentence that shows onomatopoeia and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows onomatopoeia. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: B. B is a word that imitates a sound. A and C tell actions.

TEKS 3.10(D) • Literary Devices • Sheet 26 of 36 • Cluster 6 •
Module M2 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what onomatopoeia does."

EXACT TEKS WORDING

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

Show what the onomatopoeia does.

What does the onomatopoeia in this sentence help you see, hear, feel, or understand?

"Crash!"

I CAN I can explain what onomatopoeia does in the reading.



Grade 3 • Cluster 6 • Literary Devices • 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 onomatopoeia does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the onomatopoeia in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: The reader can hear the jar hit the floor.

TEKS 3.10(D) • Literary Devices • Sheet 26 of 36 • Cluster 6 •
Module M2 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used onomatopoeia."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use onomatopoeia here instead of plain words?

"Crash!"

I CAN I can explain why the author chose to use onomatopoeia.

Grade 3 • Cluster 6 • Literary Devices • 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 explain why the author chose to use onomatopoeia."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use onomatopoeia here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses onomatopoeia so the reader hears the jar break and feels the surprise.

TEKS 3.10(D) • Literary Devices • Sheet 26 of 36 • Cluster 6 •
Module M2 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why onomatopoeia matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the onomatopoeia?

"Crash!"

I CAN I can defend why the author's onomatopoeia matters to the meaning.

Grade 3 • Cluster 6 • Literary Devices • 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 defend why the author's onomatopoeia matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the onomatopoeia?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the onomatopoeia, the reader would lose what Crash! adds. Crash is a word that sounds like glass breaking.

TEKS 3.10(D) • Literary Devices • Sheet 26 of 36 • Cluster 6 •
Module M2 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find onomatopoeia.

On your tracking sheet, find one more example of onomatopoeia in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses onomatopoeia.

Copy the exact words.

Then explain: What does this onomatopoeia help you see, hear, feel, or understand?

I CAN I can find and explain onomatopoeia in our reading 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. On your tracking sheet, find one more example of onomatopoeia in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: Crash!

TEKS 3.10(D) · Literary Devices · Sheet 26 of 36 · Cluster 6 ·
Module M2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

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

The onomatopoeia is in the words Crash!. Crash is a word that sounds like glass breaking.

CHOOSE

B. B is a word that imitates a sound. A and C tell actions.

SHOW

The reader can hear the jar hit the floor.

OWN

The author uses onomatopoeia so the reader hears the jar break and feels the surprise.

DEFEND

Without the onomatopoeia, the reader would lose what Crash! adds. Crash is a word that sounds like glass breaking.

YOUR TURN

Answers vary. One example: Crash!

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Grade 3 · Cluster 6 · Literary Devices

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

⌚ ~4 min

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

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

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(D) · Literary Devices · Sheet 26 of 36 · Cluster 6 ·
Module M2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Crash!**Why does the author use the word "Crash!" here?**

- A** so the reader knows the name of the plant
- B** so the reader hears the sound of the jar breaking
- C** so the reader learns how plants use water
- D** so the reader sees what color the jar was

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 excerpt and the four choices aloud.

"Read all four choices before you decide. Check each one against the exact words in the excerpt."

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is B. Crash imitates the sound of glass hitting the floor.TEKS 3.10(D) · Literary Devices · Sheet 26 of 36 · Cluster 6 ·
Module M2 · slide 9 of 10**CHECK FOR UNDERSTANDING**

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is B.

A

so the reader knows the name of the plant

Crash is the sound, not a plant name.

B

so the reader hears the sound of the jar breaking

Correct. Crash imitates the sound of glass hitting the floor.

C

so the reader learns how plants use water

The word is a sound, not a science fact.

D

so the reader sees what color the jar was

Crash tells a sound, not a color.

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 and its explanation. Spend time on the wrong answers.*

“Crash imitates the sound of glass hitting the floor.”

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

ANSWER KEY: B is correct.

TEKS 3.10(D) · Literary Devices · Sheet 26 of 36 · Cluster 6 · Module M2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Repetition is when an author repeats a word or phrase on purpose.

Contrast is when the author places two different ideas side by side.

Both devices point the reader toward what the author thinks is important.

THIS WEEK’S DEVICE

Repetition and Contrast

from “Crash”

Find how the author uses repetition and contrast in our reading.

This deck teaches **repetition and contrast** 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 learning about repetition and contrast. Repetition is when an author repeats a word or phrase on purpose.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is Crash. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 6 Module M3 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(D) • Literary Devices • Sheet 27 of 36 • Cluster 6 •
Module M3 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what repetition and contrast means in their own words.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice repetition and contrast in the reading."

EXACT TEKS WORDING

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

Notice the repetition and contrast.

Read this sentence from the reading. Find the words that show repetition and contrast.

"Honesty helps people trust one another. Responsibility helps solve problems. Teamwork helps communities grow stronger."

I CAN I can notice repetition and contrast in our reading.

Grade 3 • Cluster 6 • Literary Devices • 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 repetition and contrast in our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show repetition and contrast."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The repetition and contrast is in the words helps, helps, helps. Repeating helps shows three good things that come from good choices.

TEKS 3.10(D) • Literary Devices • Sheet 27 of 36 • Cluster 6 •
Module M3 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows repetition and contrast."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows repetition and contrast. Which one?

- A. Amina helped collect the spilled soil.
B. Jamal smiled.
C. Trust is hard to earn but easy to lose.

I CAN I can choose the sentence that shows repetition and contrast and explain why.

Grade 3 • Cluster 6 • Literary Devices • 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 choose the sentence that shows repetition and contrast and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows repetition and contrast. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: C. C contrasts hard to earn with easy to lose. A and B tell actions with no contrast.

TEKS 3.10(D) • Literary Devices • Sheet 27 of 36 • Cluster 6 •
Module M3 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what repetition and contrast does."

EXACT TEKS WORDING

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

Show what the repetition and contrast does.

What does the repetition and contrast in this sentence help you see, hear, feel, or understand?

"Trust is hard to earn but easy to lose."

I CAN I can explain what repetition and contrast does in the reading.



Grade 3 • Cluster 6 • Literary Devices • 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 repetition and contrast does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the repetition and contrast in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: The contrast shows why trust should be protected.

TEKS 3.10(D) • Literary Devices • Sheet 27 of 36 • Cluster 6 •
Module M3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used repetition and contrast."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use repetition and contrast here instead of plain words?

"Honesty helps people trust one another. Responsibility helps solve problems. Teamwork helps communities grow stronger."

I CAN I can explain why the author chose to use repetition and contrast.

Grade 3 · Cluster 6 · Literary Devices · 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 explain why the author chose to use repetition and contrast."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use repetition and contrast here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses repetition and contrast to make the story's lesson about honesty stand out.

TEKS 3.10(D) · Literary Devices · Sheet 27 of 36 · Cluster 6 ·
Module M3 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why repetition and contrast matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the repetition and contrast?

"Honesty helps people trust one another. Responsibility helps solve problems. Teamwork helps communities grow stronger."

I CAN I can defend why the author's repetition and contrast matters to the meaning.

Grade 3 · Cluster 6 · Literary Devices · 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 defend why the author's repetition and contrast matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the repetition and contrast?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the repetition and contrast, the reader would lose what helps, helps, helps adds. Repeating helps shows three good things that come from good choices.

TEKS 3.10(D) · Literary Devices · Sheet 27 of 36 · Cluster 6 ·
 Module M3 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find repetition and contrast.

On your tracking sheet, find one more example of repetition and contrast in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses repetition and contrast.

Copy the exact words.

Then explain: What does this repetition and contrast help you see, hear, feel, or understand?

I CAN I can find and explain repetition and contrast in our reading 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. On your tracking sheet, find one more example of repetition and contrast in the reading. Copy the exact words.”

▶ Circulate. Ask each student to point to the exact words that prove their answer.

“Copy the exact words, then explain your thinking.”

▶ Note who finds strong examples. Today is practice.

ANSWER KEY: Answers vary. One example: Trust is hard to earn but easy to lose.

TEKS 3.10(D) · Literary Devices · Sheet 27 of 36 · Cluster 6 ·
Module M3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

Answers, across the five thinking levels.

NOTICE

The repetition and contrast is in the words helps, helps, helps. Repeating helps shows three good things that come from good choices.

CHOOSE

C. C contrasts hard to earn with easy to lose. A and B tell actions with no contrast.

SHOW

The contrast shows why trust should be protected.

OWN

The author uses repetition and contrast to make the story's lesson about honesty stand out.

DEFEND

Without the repetition and contrast, the reader would lose what helps, helps, helps adds. Repeating helps shows three good things that come from good choices.

YOUR TURN

Answers vary. One example: Trust is hard to earn but easy to lose.

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

⌚ ~4 min

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

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

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(D) · Literary Devices · Sheet 27 of 36 · Cluster 6 ·
Module M3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Her grandmother smiled and said, "People trust those who are honest. Trust is hard to earn but easy to lose."

What does the contrast in the grandmother's words show?

- A Trust is easy to earn and just as easy to keep.
- B Trust matters only when a person breaks a jar.
- C Trust takes a long time to build but can be lost quickly.
- D Trust is something people can buy at a store.

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 excerpt and the four choices aloud.

"Read all four choices before you decide. Check each one against the exact words in the excerpt."

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is C. Hard to earn and easy to lose set two opposite ideas side by side.

TEKS 3.10(D) · Literary Devices · Sheet 27 of 36 · Cluster 6 ·
Module M3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is C.

- A** **Trust is easy to earn and just as easy to keep.**
The grandmother says trust is hard to earn, not easy.
- B** **Trust matters only when a person breaks a jar.**
The grandmother is speaking about trust in general.
- C** **Trust takes a long time to build but can be lost quickly.**
Correct. Hard to earn and easy to lose set two opposite ideas side by side.
- D** **Trust is something people can buy at a store.**
Earn does not mean buy, and trust is not sold.

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 and its explanation. Spend time on the wrong answers.*

“Hard to earn and easy to lose set two opposite ideas side by side.”

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

ANSWER KEY: C is correct.

TEKS 3.10(D) · Literary Devices · Sheet 27 of 36 · Cluster 6 · Module M3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

“identify and understand the use of literary devices, including first- or third-person point of view”

WHAT DOES THIS MEAN TO ME?

Point of view tells me who is telling the story.

A first person narrator uses I and me. A third person narrator tells about others using he, she, and they.

When I know the point of view, I know whose thoughts and feelings I can see.

THIS WEEK'S DEVICE

Point of View

from “Crash”

Find how the author uses point of view in our reading.

This deck teaches **point of view** 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 learning about point of view. Point of view tells me who is telling the story.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is Crash. As we read, we will look closely at the author's words.”

▶ Preview the week: NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 6 Module M4 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(E) • Literary Devices • Sheet 28 of 36 • Cluster 6 •
Module M4 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what point of view means in their own words.

COMMON MISCONCEPTION

Students may confuse the author with the narrator. Look at the pronouns the narrator uses.

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice point of view in the reading."

EXACT TEKS WORDING

"identify and understand the use of literary devices, including first- or third-person point of view"

Notice the point of view.

Read this sentence from the reading. Find the words that show point of view.

"Amina wondered what would happen next."

I CAN I can notice point of view in our reading.

Grade 3 • Cluster 6 • Literary Devices • 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 point of view in our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show point of view."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The point of view is in the words Amina wondered. A narrator outside the story tells what Amina thinks, so it is third person.

TEKS 3.10(E) • Literary Devices • Sheet 28 of 36 • Cluster 6 •
Module M4 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may confuse the author with the narrator. Look at the pronouns the narrator uses.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows point of view."

EXACT TEKS WORDING

"identify and understand the use of literary devices, including first- or third-person point of view"

Choose the sentence.

Only one of these sentences shows point of view. Which one?

- A. Amina wondered what would happen next.
 B. Mrs. Ramirez walked over and carefully examined the mess.
 C. Diego and Mei gathered the scattered papers.

I CAN I can choose the sentence that shows point of view and explain why.

Grade 3 • Cluster 6 • Literary Devices • 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 choose the sentence that shows point of view and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows point of view. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: A. A shows the narrator telling Amina's thoughts. B and C only tell what other people did.

TEKS 3.10(E) • Literary Devices • Sheet 28 of 36 • Cluster 6 •
 Module M4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may confuse the author with the narrator. Look at the pronouns the narrator uses.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what point of view does."

EXACT TEKS WORDING

"identify and understand the use of literary devices, including first- or third-person point of view"

Show what the point of view does.

What does the point of view in this sentence help you see, hear, feel, or understand?

"Deep down, Amina knew that staying silent would not be honest."

I CAN I can explain what point of view does in the reading.



Grade 3 • Cluster 6 • Literary Devices • 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 point of view does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the point of view in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: The narrator uses Amina's name and tells her private thoughts.

TEKS 3.10(E) • Literary Devices • Sheet 28 of 36 • Cluster 6 •
Module M4 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may confuse the author with the narrator. Look at the pronouns the narrator uses.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used point of view."

EXACT TEKS WORDING

"identify and understand the use of literary devices, including first- or third-person point of view"

Explain the author's purpose.

Why does the author use point of view here instead of plain words?

"Her grandmother often told stories about the importance of honesty."

I CAN I can explain why the author chose to use point of view.

Grade 3 • Cluster 6 • Literary Devices • 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 explain why the author chose to use point of view."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use point of view here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses third person point of view so the reader can know Amina's worries while watching the whole class.

TEKS 3.10(E) • Literary Devices • Sheet 28 of 36 • Cluster 6 •
 Module M4 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may confuse the author with the narrator. Look at the pronouns the narrator uses.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why point of view matters in this text."

EXACT TEKS WORDING

"identify and understand the use of literary devices, including first- or third-person point of view"

Defend the author's choice.

How would the meaning change without the point of view?

"Amina wondered what would happen next."

I CAN I can defend why the author's point of view matters to the meaning.

Grade 3 • Cluster 6 • Literary Devices • 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 defend why the author's point of view matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the point of view?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the point of view, the reader would lose what Amina wondered adds. A narrator outside the story tells what Amina thinks, so it is third person.

TEKS 3.10(E) • Literary Devices • Sheet 28 of 36 • Cluster 6 •
Module M4 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may confuse the author with the narrator. Look at the pronouns the narrator uses.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find point of view.

On your tracking sheet, find one more example of point of view in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses point of view.

Copy the exact words.

Then explain: What does this point of view help you see, hear, feel, or understand?

I CAN I can find and explain point of view in our reading 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. On your tracking sheet, find one more example of point of view in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: Her grandmother often told stories about the importance of honesty.

TEKS 3.10(E) · Literary Devices · Sheet 28 of 36 · Cluster 6 ·
Module M4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may confuse the author with the narrator. Look at the pronouns the narrator uses.

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

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

The point of view is in the words Amina wondered. A narrator outside the story tells what Amina thinks, so it is third person.

CHOOSE

A. A shows the narrator telling Amina's thoughts. B and C only tell what other people did.

SHOW

The narrator uses Amina's name and tells her private thoughts.

OWN

The author uses third person point of view so the reader can know Amina's worries while watching the whole class.

DEFEND

Without the point of view, the reader would lose what Amina wondered adds. A narrator outside the story tells what Amina thinks, so it is third person.

YOUR TURN

Answers vary. One example: Her grandmother often told stories about the importance of honesty.

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

⌚ ~4 min

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

"Let us check our work across the five thinking levels."

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

"Your words can be different from the key, as long as you point to the exact words and explain them."

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(E) · Literary Devices · Sheet 28 of 36 · Cluster 6 ·
Module M4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Deep down, Amina knew that staying silent would not be honest.**From which point of view is this part of the story told?**

- A** first person, because Amina tells the story using I and me
- B** first person, because the teacher tells the story using we
- C** second person, because the narrator talks to the reader as you
- D** third person, because a narrator tells about Amina using her name

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 excerpt and the four choices aloud.

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is D. The narrator is outside the story and uses Amina's name.TEKS 3.10(E) · Literary Devices · Sheet 28 of 36 · Cluster 6 ·
Module M4 · slide 9 of 10**CHECK FOR UNDERSTANDING**

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is D.

- A** first person, because Amina tells the story using I and me
The sentence does not use I or me.
- B** first person, because the teacher tells the story using we
The teacher is not narrating this sentence.
- C** second person, because the narrator talks to the reader as you
The sentence does not use you.
- D** third person, because a narrator tells about Amina using her name
Correct. The narrator is outside the story and uses Amina's name.

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 and its explanation. Spend time on the wrong answers.*

“The narrator is outside the story and uses Amina's name.”

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

ANSWER KEY: D is correct.

TEKS 3.10(E) · Literary Devices · Sheet 28 of 36 · Cluster 6 · Module M4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Imagery is language that uses the senses: sight, sound, touch, taste, and smell. Authors use imagery so I can see, hear, or feel what is happening in the reading. When I find imagery, I ask: Which words help me picture this, and what sense do they use?

THIS WEEK’S DEVICE

Imagery

from “**MLK: A Dream Can Grow**”

Find how the author uses imagery in our reading.

This deck teaches **imagery** 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 learning about imagery. Imagery is language that uses the senses: sight, sound, touch, taste, and smell.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is MLK: A Dream Can Grow. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 7 Module M1 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(D) • Literary Devices • Sheet 29 of 36 • Cluster 7 •
Module M1 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what imagery means in their own words.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

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

Notice the imagery.

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

"With Mama's hand wrapped tight in mine,"

I CAN I can notice imagery in our reading.

Grade 3 • Cluster 7 • Literary Devices • 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 our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show imagery."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The imagery is in the words hand wrapped tight. The reader can feel the speaker holding Mama's hand tightly.

TEKS 3.10(D) • Literary Devices • Sheet 29 of 36 • Cluster 7 •
Module M1 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows imagery."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows imagery. Which one?

- A. Yet still I feel the summer sun,
B. If someone asks where dreams can go,
C. I think by now I surely know.

I CAN I can choose the sentence that shows imagery and explain why.

Grade 3 • Cluster 7 • Literary Devices • 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 choose the sentence that shows imagery and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows imagery. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: A. A lets the reader feel the warm summer sun. B and C share thoughts with no sensory words.

TEKS 3.10(D) • Literary Devices • Sheet 29 of 36 • Cluster 7 •
Module M1 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what imagery does."

EXACT TEKS WORDING

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

Show what the imagery does.

What does the imagery in this sentence help you see, hear, feel, or understand?

"Across the steps and shining pool,"

I CAN I can explain what imagery does in the reading.



Grade 3 • Cluster 7 • Literary Devices • 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 imagery does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the imagery in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: The reader can see the water shining near the steps.

TEKS 3.10(D) • Literary Devices • Sheet 29 of 36 • Cluster 7 •
Module M1 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used imagery."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use imagery here instead of plain words?

"Yet still I feel the summer sun, And hear the words when day is done."

I CAN I can explain why the author chose to use imagery.

Grade 3 • Cluster 7 • Literary Devices • 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 explain why the author chose to use imagery."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use imagery here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses imagery so the reader can feel what it was like to be in the crowd that day.

TEKS 3.10(D) • Literary Devices • Sheet 29 of 36 • Cluster 7 •
Module M1 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why imagery matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the imagery?

"With Mama's hand wrapped tight in mine,"

I CAN I can defend why the author's imagery matters to the meaning.

Grade 3 • Cluster 7 • Literary Devices • 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 defend why the author's imagery matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the imagery?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the imagery, the reader would lose what hand wrapped tight adds. The reader can feel the speaker holding Mama's hand tightly.

TEKS 3.10(D) • Literary Devices • Sheet 29 of 36 • Cluster 7 •
Module M1 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find imagery.

On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses imagery.

Copy the exact words.

Then explain: What does this imagery help you see, hear, feel, or understand?

I CAN I can find and explain imagery in our reading 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. On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: Yet still I feel the summer sun, And hear the words when day is done.

TEKS 3.10(D) · Literary Devices · Sheet 29 of 36 · Cluster 7 ·
Module M1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

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

The imagery is in the words hand wrapped tight. The reader can feel the speaker holding Mama's hand tightly.

CHOOSE

A. A lets the reader feel the warm summer sun. B and C share thoughts with no sensory words.

SHOW

The reader can see the water shining near the steps.

OWN

The author uses imagery so the reader can feel what it was like to be in the crowd that day.

DEFEND

Without the imagery, the reader would lose what hand wrapped tight adds. The reader can feel the speaker holding Mama's hand tightly.

YOUR TURN

Answers vary. One example: Yet still I feel the summer sun, And hear the words when day is done.

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

⌚ ~4 min

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

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

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(D) · Literary Devices · Sheet 29 of 36 · Cluster 7 ·
Module M1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Yet still I feel the summer sun, And hear the words when day is done.

Which senses does the speaker use in these lines?

- A** touch and hearing, feeling the sun and hearing the words
- B** taste and smell, tasting food and smelling flowers
- C** sight only, seeing the crowd on the steps
- D** smell and sight, smelling rain and seeing clouds

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 excerpt and the four choices aloud.*

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ *Give think time. Students choose privately before any discussion.*

ANSWER KEY: The answer is A. Feel the summer sun is touch and hear the words is hearing.

TEKS 3.10(D) · Literary Devices · Sheet 29 of 36 · Cluster 7 ·
Module M1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is A.

A touch and hearing, feeling the sun and hearing the words
Correct. Feel the summer sun is touch and hear the words is hearing.

B taste and smell, tasting food and smelling flowers
The lines do not mention food or flowers.

C sight only, seeing the crowd on the steps
These lines use feel and hear, not see.

D smell and sight, smelling rain and seeing clouds
There is no rain or clouds in these lines.

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

⌚ ~4 min

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

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

▶ *Reveal each choice and its explanation. Spend time on the wrong answers.*

“Feel the summer sun is touch and hear the words is hearing.”

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

ANSWER KEY: A is correct.

TEKS 3.10(D) · Literary Devices · Sheet 29 of 36 · Cluster 7 · Module M1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Sound devices are word choices that play with sound, such as rhyme, onomatopoeia, and alliteration.

Authors use them to make writing musical and to help me hear the text.

When I find a sound device, I ask: What sound pattern is here, and what does it add?

THIS WEEK’S DEVICE

Sound Devices

from “MLK: A Dream Can Grow”

Find how the author uses sound devices in our reading.

This deck teaches **sound devices** 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 learning about sound devices. Sound devices are word choices that play with sound, such as rhyme, onomatopoeia, and alliteration.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is MLK: A Dream Can Grow. As we read, we will look closely at the author's words.”

▶ Preview the week: NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 7 Module M2 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(D) • Literary Devices • Sheet 30 of 36 • Cluster 7 •
Module M2 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what sound devices means in their own words.

COMMON MISCONCEPTION

Students may call any descriptive sentence a device. Ask them to point to the exact words.

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice sound devices in the reading."

EXACT TEKS WORDING

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

Notice the sound devices.

Read this sentence from the reading. Find the words that show sound devices.

"The crowd grew quiet, row by row, As one strong voice began to flow."

I CAN I can notice sound devices in our reading.

Grade 3 • Cluster 7 • Literary Devices • 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 sound devices in our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show sound devices."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The sound devices is in the words row, flow. Row and flow rhyme, giving the lines a smooth, musical sound.

TEKS 3.10(D) • Literary Devices • Sheet 30 of 36 • Cluster 7 •
Module M2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may describe the topic instead of the author's words.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows sound devices."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows sound devices. Which one?

- A. They crossed the crowd from near to far,
 B. Its steady rhythm stayed strong and cool.
 C. It moved from him to me and you.

I CAN I can choose the sentence that shows sound devices and explain why.

Grade 3 • Cluster 7 • Literary Devices • 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 choose the sentence that shows sound devices and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows sound devices. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: B. B repeats the s sound in steady, stayed, and strong. A and C do not repeat a beginning sound.

TEKS 3.10(D) • Literary Devices • Sheet 30 of 36 • Cluster 7 •
 Module M2 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may describe the topic instead of the author's words.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what sound devices does."

EXACT TEKS WORDING

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

Show what the sound devices does.

What does the sound devices in this sentence help you see, hear, feel, or understand?

"Its steady rhythm stayed strong and cool."

I CAN I can explain what sound devices does in the reading.



Grade 3 • Cluster 7 • Literary Devices • 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 sound devices does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the sound devices in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: The repeated s sound is alliteration. It sounds steady, like the speech.

TEKS 3.10(D) • Literary Devices • Sheet 30 of 36 • Cluster 7 •
Module M2 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may describe the topic instead of the author's words.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used sound devices."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use sound devices here instead of plain words?

"Their different footsteps found one place,"

I CAN I can explain why the author chose to use sound devices.

Grade 3 • Cluster 7 • Literary Devices • 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 explain why the author chose to use sound devices."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use sound devices here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses rhyme and alliteration to make the poem sound like music, the way the speech sounded.

TEKS 3.10(D) • Literary Devices • Sheet 30 of 36 • Cluster 7 •
 Module M2 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may describe the topic instead of the author's words.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why sound devices matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the sound devices?

"The crowd grew quiet, row by row, As one strong voice began to flow."

I CAN I can defend why the author's sound devices matters to the meaning.

Grade 3 • Cluster 7 • Literary Devices • 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 defend why the author's sound devices matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the sound devices?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the sound devices, the reader would lose what row, flow adds. Row and flow rhyme, giving the lines a smooth, musical sound.

TEKS 3.10(D) • Literary Devices • Sheet 30 of 36 • Cluster 7 •
 Module M2 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may describe the topic instead of the author's words.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find sound devices.

On your tracking sheet, find one more example of sound devices in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses sound devices.

Copy the exact words.

Then explain: What does this sound devices help you see, hear, feel, or understand?

I CAN I can find and explain sound devices in our reading 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. On your tracking sheet, find one more example of sound devices in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: Their different footsteps found one place,

TEKS 3.10(D) · Literary Devices · Sheet 30 of 36 · Cluster 7 ·
Module M2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may pick any sentence.

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

Answers, across the five thinking levels.

NOTICE

The sound devices is in the words row, flow. Row and flow rhyme, giving the lines a smooth, musical sound.

CHOOSE

B. B repeats the s sound in steady, stayed, and strong. A and C do not repeat a beginning sound.

SHOW

The repeated s sound is alliteration. It sounds steady, like the speech.

OWN

The author uses rhyme and alliteration to make the poem sound like music, the way the speech sounded.

DEFEND

Without the sound devices, the reader would lose what row, flow adds. Row and flow rhyme, giving the lines a smooth, musical sound.

YOUR TURN

Answers vary. One example: Their different footsteps found one place,

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

⌚ ~4 min

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

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

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(D) · Literary Devices · Sheet 30 of 36 · Cluster 7 ·
Module M2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

The crowd grew quiet, row by row, As one strong voice began to flow.

Which sound device does the author use in these lines?

- A onomatopoeia, because "quiet" sounds like a noise
- B rhyme, because "row" and "flow" end with the same sound
- C simile, because "row by row" compares two things
- D metaphor, because "voice" is called a river

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 excerpt and the four choices aloud.

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is B. Row and flow rhyme at the ends of the lines.

TEKS 3.10(D) · Literary Devices · Sheet 30 of 36 · Cluster 7 ·
Module M2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is B.

- A onomatopoeia, because "quiet" sounds like a noise**
Quiet describes silence. It does not imitate a sound.
- B rhyme, because "row" and "flow" end with the same sound**
Correct. Row and flow rhyme at the ends of the lines.
- C simile, because "row by row" compares two things**
Row by row does not use like or as to compare.
- D metaphor, because "voice" is called a river**
The lines do not say the voice is a river.

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 and its explanation. Spend time on the wrong answers.*

“Row and flow rhyme at the ends of the lines.”

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

ANSWER KEY: B is correct.

TEKS 3.10(D) · Literary Devices · Sheet 30 of 36 · Cluster 7 · Module M2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

A simile compares two different things using the word like or as.

The comparison helps me understand one thing by connecting it to something I already know.

When I find a simile, I ask: What two things are compared, and what do they share?

THIS WEEK’S DEVICE

Simile

from “MLK: A Dream Can Grow”

Find how the author uses simile in our reading.

This deck teaches **simile** 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 learning about simile. A simile compares two different things using the word like or as.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is MLK: A Dream Can Grow. As we read, we will look closely at the author's words.”

▶ Preview the week: NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 7 Module M3 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(D) • Literary Devices • Sheet 31 of 36 • Cluster 7 •
Module M3 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what simile means in their own words.

COMMON MISCONCEPTION

Students may think any sentence with like or as is a simile. A simile compares two different things.

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice simile in the reading."

EXACT TEKS WORDING

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

Notice the simile.

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

"The words moved over heads that day, Like summer wind that finds its way."

I CAN I can notice simile in our reading.

Grade 3 • Cluster 7 • Literary Devices • 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 our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show simile."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The simile is in the words Like summer wind. The words of the speech are compared to a summer wind that spreads gently over everyone.

TEKS 3.10(D) • Literary Devices • Sheet 31 of 36 • Cluster 7 •
Module M3 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think any sentence with like or as is a simile. A simile compares two different things.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows simile."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows simile. Which one?

- A. Some words felt like a winding maze.
 B. I did not understand each phrase;
 C. The crowd grew quiet, row by row,

I CAN I can choose the sentence that shows simile and explain why.

Grade 3 • Cluster 7 • Literary Devices • 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 choose the sentence that shows simile and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows simile. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: A. A compares words to a maze using like. B and C have no comparison.

TEKS 3.10(D) • Literary Devices • Sheet 31 of 36 • Cluster 7 •
 Module M3 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think any sentence with like or as is a simile. A simile compares two different things.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what simile does."

EXACT TEKS WORDING

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

Show what the simile does.

What does the simile in this sentence help you see, hear, feel, or understand?

"They crossed the crowd from near to far, Like rays that travel from a star."

I CAN I can explain what simile does in the reading.



Grade 3 • Cluster 7 • Literary Devices • 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 simile does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the simile in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: The words are compared to starlight that reaches far away.

TEKS 3.10(D) • Literary Devices • Sheet 31 of 36 • Cluster 7 •
Module M3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think any sentence with like or as is a simile. A simile compares two different things.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used simile."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use simile here instead of plain words?

"Some words felt like a winding maze."

I CAN I can explain why the author chose to use simile.

Grade 3 • Cluster 7 • Literary Devices • 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 explain why the author chose to use simile."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use simile here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses similes to show how the speech spread gently to every person in the crowd.

TEKS 3.10(D) • Literary Devices • Sheet 31 of 36 • Cluster 7 •
Module M3 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think any sentence with like or as is a simile. A simile compares two different things.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why simile matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the simile?

"The words moved over heads that day, Like summer wind that finds its way."

I CAN I can defend why the author's simile matters to the meaning.

Grade 3 • Cluster 7 • Literary Devices • 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 defend why the author's simile matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the simile?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the simile, the reader would lose what Like summer wind adds. The words of the speech are compared to a summer wind that spreads gently over everyone.

TEKS 3.10(D) • Literary Devices • Sheet 31 of 36 • Cluster 7 •
Module M3 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think any sentence with like or as is a simile. A simile compares two different things.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find simile.

On your tracking sheet, find one more example of simile in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses simile.

Copy the exact words.

Then explain: What does this simile help you see, hear, feel, or understand?

I CAN I can find and explain simile in our reading 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. On your tracking sheet, find one more example of simile in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: Some words felt like a winding maze.

TEKS 3.10(D) · Literary Devices · Sheet 31 of 36 · Cluster 7 ·
Module M3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may think any sentence with like or as is a simile. A simile compares two different things.

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

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

The simile is in the words Like summer wind. The words of the speech are compared to a summer wind that spreads gently over everyone.

CHOOSE

A. A compares words to a maze using like. B and C have no comparison.

SHOW

The words are compared to starlight that reaches far away.

OWN

The author uses similes to show how the speech spread gently to every person in the crowd.

DEFEND

Without the simile, the reader would lose what Like summer wind adds. The words of the speech are compared to a summer wind that spreads gently over everyone.

YOUR TURN

Answers vary. One example: Some words felt like a winding maze.

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

⌚ ~4 min

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

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

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(D) · Literary Devices · Sheet 31 of 36 · Cluster 7 ·
Module M3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

The words moved over heads that day, Like summer wind that finds its way.

What does the author compare the words of the speech to?

- A a hot day, to show the crowd felt tired
- B a tall hill, to show the words were hard to climb
- C a summer wind, to show the words spread gently to everyone
- D a road map, to show the crowd got lost

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 excerpt and the four choices aloud.

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is C. Like summer wind compares the words to a soft breeze.

TEKS 3.10(D) · Literary Devices · Sheet 31 of 36 · Cluster 7 ·
Module M3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is C.

- A a hot day, to show the crowd felt tired**
The comparison is to wind, not to a hot day.
- B a tall hill, to show the words were hard to climb**
Hills are not part of these lines.
- C a summer wind, to show the words spread gently to everyone**
Correct. Like summer wind compares the words to a soft breeze.
- D a road map, to show the crowd got lost**
The lines do not mention a map or getting lost.

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 and its explanation. Spend time on the wrong answers.*

“Like summer wind compares the words to a soft breeze.”

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

ANSWER KEY: C is correct.

TEKS 3.10(D) · Literary Devices · Sheet 31 of 36 · Cluster 7 · Module M3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

A metaphor says one thing IS another, different thing, without like or as.

The comparison helps me understand an idea in a new way.

When I find a metaphor, I ask: What two things are compared, and what does the comparison mean?

THIS WEEK’S DEVICE

Metaphor

from “MLK: A Dream Can Grow”

Find how the author uses metaphor in our reading.

This deck teaches **metaphor** 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 learning about metaphor. A metaphor says one thing IS another, different thing, without like or as.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is MLK: A Dream Can Grow. As we read, we will look closely at the author's words.”

▶ Preview the week: NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 7 Module M4 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(D) • Literary Devices • Sheet 32 of 36 • Cluster 7 •
Module M4 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what metaphor means in their own words.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice metaphor in the reading."

EXACT TEKS WORDING

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

Notice the metaphor.

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

"A dream can be a lantern bright, That helps us find our way at night."

I CAN I can notice metaphor in our reading.

Grade 3 • Cluster 7 • Literary Devices • 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 our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show metaphor."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The metaphor is in the words A dream can be a lantern bright. A dream is called a lantern because hope helps people find their way.

TEKS 3.10(D) • Literary Devices • Sheet 32 of 36 • Cluster 7 •
Module M4 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows metaphor."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows metaphor. Which one?

- A. A dream can be a planted seed
 B. I learned some dreams will never die.
 C. And those few words stayed in my head.

I CAN I can choose the sentence that shows metaphor and explain why.

Grade 3 • Cluster 7 • Literary Devices • 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 choose the sentence that shows metaphor and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows metaphor. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: A. A says a dream is a seed. B and C have no comparison.

TEKS 3.10(D) • Literary Devices • Sheet 32 of 36 • Cluster 7 •
 Module M4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what metaphor does."

EXACT TEKS WORDING

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

Show what the metaphor does.

What does the metaphor in this sentence help you see, hear, feel, or understand?

"A dream can be a planted seed That grows through every caring deed."

I CAN I can explain what metaphor does in the reading.



Grade 3 • Cluster 7 • Literary Devices • 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 metaphor does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the metaphor in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: A dream is called a seed because it grows when people are kind.

TEKS 3.10(D) • Literary Devices • Sheet 32 of 36 • Cluster 7 •
Module M4 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN**"I can explain why the author used metaphor."**

EXACT TEKS WORDING

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

Why does the author use metaphor here instead of plain words?

"A dream can be a song we know,"**I CAN** I can explain why the author chose to use metaphor.

Grade 3 • Cluster 7 • Literary Devices • 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 explain why the author chose to use metaphor."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use metaphor here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses metaphors to show that a dream grows, guides, and brings people together.TEKS 3.10(D) • Literary Devices • Sheet 32 of 36 • Cluster 7 •
Module M4 • slide 5 of 10**CHECK FOR UNDERSTANDING**

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why metaphor matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the metaphor?

"A dream can be a lantern bright, That helps us find our way at night."

I CAN I can defend why the author's metaphor matters to the meaning.

Grade 3 • Cluster 7 • Literary Devices • 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 defend why the author's metaphor matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the metaphor?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the metaphor, the reader would lose what A dream can be a lantern bright adds. A dream is called a lantern because hope helps people find their way.

TEKS 3.10(D) • Literary Devices • Sheet 32 of 36 • Cluster 7 •
Module M4 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find metaphor.

On your tracking sheet, find one more example of metaphor in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses metaphor.

Copy the exact words.

Then explain: What does this metaphor help you see, hear, feel, or understand?

I CAN I can find and explain metaphor in our reading 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. On your tracking sheet, find one more example of metaphor in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: A dream can be a song we know,

TEKS 3.10(D) · Literary Devices · Sheet 32 of 36 · Cluster 7 ·
Module M4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

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

The metaphor is in the words A dream can be a lantern bright. A dream is called a lantern because hope helps people find their way.

CHOOSE

A. A says a dream is a seed. B and C have no comparison.

SHOW

A dream is called a seed because it grows when people are kind.

OWN

The author uses metaphors to show that a dream grows, guides, and brings people together.

DEFEND

Without the metaphor, the reader would lose what A dream can be a lantern bright adds. A dream is called a lantern because hope helps people find their way.

YOUR TURN

Answers vary. One example: A dream can be a song we know,

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

⌚ ~4 min

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

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

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(D) · Literary Devices · Sheet 32 of 36 · Cluster 7 ·
Module M4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

A dream can be a lantern bright, That helps us find our way at night.**Why does the author call a dream "a lantern bright"?**

- A** to show that the speaker carried a real lantern to the speech
- B** to show that the speech happened late at night
- C** to show that dreams only happen when people are asleep
- D** to show that a dream gives hope and helps people know where to go

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 excerpt and the four choices aloud.

"Read all four choices before you decide. Check each one against the exact words in the excerpt."

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is D. A lantern lights the way, just as a dream guides people.TEKS 3.10(D) · Literary Devices · Sheet 32 of 36 · Cluster 7 ·
Module M4 · slide 9 of 10**CHECK FOR UNDERSTANDING**

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is D.

- A** to show that the speaker carried a real lantern to the speech
The speaker did not carry a lantern. It is a comparison.
- B** to show that the speech happened late at night
The speech was under an August sky, not at night.
- C** to show that dreams only happen when people are asleep
The poem says dreams can happen while people are awake.
- D** to show that a dream gives hope and helps people know where to go
Correct. A lantern lights the way, just as a dream guides people.

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 and its explanation. Spend time on the wrong answers.*

“A lantern lights the way, just as a dream guides people.”

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

ANSWER KEY: D is correct.

TEKS 3.10(D) · Literary Devices · Sheet 32 of 36 · Cluster 7 · Module M4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Imagery is language that uses the senses: sight, sound, touch, taste, and smell. Authors use imagery so I can see, hear, or feel what is happening in the reading. When I find imagery, I ask: Which words help me picture this, and what sense do they use?

THIS WEEK’S DEVICE

Imagery

from “A Place to Grow”

Find how the author uses imagery in our reading.

This deck teaches **imagery** 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 learning about imagery. Imagery is language that uses the senses: sight, sound, touch, taste, and smell.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is A Place to Grow. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 8 Module M1 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(D) • Literary Devices • Sheet 33 of 36 • Cluster 8 •
Module M1 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what imagery means in their own words.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

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

Notice the imagery.

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

"Much of Egypt was surrounded by hot, dry desert, but the Nile River flowed through the land."

I CAN I can notice imagery in our reading.

Grade 3 • Cluster 8 • Literary Devices • 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 our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show imagery."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The imagery is in the words hot, dry desert, flowed. The reader can feel the heat and see the river moving through the dry land.

TEKS 3.10(D) • Literary Devices • Sheet 33 of 36 • Cluster 8 •
Module M1 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows imagery."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows imagery. Which one?

- A. Trade allows people to exchange resources, goods, or services.
 B. Ancient Egypt is one example.
 C. The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny.

I CAN I can choose the sentence that shows imagery and explain why.

Grade 3 • Cluster 8 • Literary Devices • 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 choose the sentence that shows imagery and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows imagery. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: C. C uses color and touch words. A and B give information with no sensory details.

TEKS 3.10(D) • Literary Devices • Sheet 33 of 36 • Cluster 8 •
 Module M1 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what imagery does."

EXACT TEKS WORDING

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

Show what the imagery does.

What does the imagery in this sentence help you see, hear, feel, or understand?

"The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny."

I CAN I can explain what imagery does in the reading.



Grade 3 • Cluster 8 • Literary Devices • 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 imagery does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the imagery in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: The reader can see and feel many different kinds of land.

TEKS 3.10(D) • Literary Devices • Sheet 33 of 36 • Cluster 8 •
Module M1 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used imagery."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use imagery here instead of plain words?

"Instead of struggling across the hot desert, travelers could use boats on the Nile."

I CAN I can explain why the author chose to use imagery.

Grade 3 • Cluster 8 • Literary Devices • 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 explain why the author chose to use imagery."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use imagery here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses imagery so the reader understands why people chose to live near water.

TEKS 3.10(D) • Literary Devices • Sheet 33 of 36 • Cluster 8 •
Module M1 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why imagery matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the imagery?

"Much of Egypt was surrounded by hot, dry desert, but the Nile River flowed through the land."

I CAN I can defend why the author's imagery matters to the meaning.

Grade 3 • Cluster 8 • Literary Devices • 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 defend why the author's imagery matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the imagery?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the imagery, the reader would lose what hot, dry desert, flowed adds. The reader can feel the heat and see the river moving through the dry land.

TEKS 3.10(D) • Literary Devices • Sheet 33 of 36 • Cluster 8 •
Module M1 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find imagery.

On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses imagery.

Copy the exact words.

Then explain: What does this imagery help you see, hear, feel, or understand?

I CAN I can find and explain imagery in our reading 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. On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: Instead of struggling across the hot desert, travelers could use boats on the Nile.

TEKS 3.10(D) · Literary Devices · Sheet 33 of 36 · Cluster 8 ·
Module M1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

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

The imagery is in the words hot, dry desert, flowed. The reader can feel the heat and see the river moving through the dry land.

CHOOSE

C. C uses color and touch words. A and B give information with no sensory details.

SHOW

The reader can see and feel many different kinds of land.

OWN

The author uses imagery so the reader understands why people chose to live near water.

DEFEND

Without the imagery, the reader would lose what hot, dry desert, flowed adds. The reader can feel the heat and see the river moving through the dry land.

YOUR TURN

Answers vary. One example: Instead of struggling across the hot desert, travelers could use boats on the Nile.

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

⌚ ~4 min

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

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

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(D) · Literary Devices · Sheet 33 of 36 · Cluster 8 ·
Module M1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Much of Egypt was surrounded by hot, dry desert, but the Nile River flowed through the land.**What does the imagery in this sentence help the reader understand?**

- A** why the river was so important in a hot, dry land
- B** why people in Egypt liked cold, snowy weather
- C** why the desert was full of tall green trees
- D** why travelers built roads across the desert

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 excerpt and the four choices aloud.***“Read all four choices before you decide. Check each one against the exact words in the excerpt.”**▶ *Give think time. Students choose privately before any discussion.***ANSWER KEY:** The answer is A. Hot and dry show how much people needed the flowing river.TEKS 3.10(D) · Literary Devices · Sheet 33 of 36 · Cluster 8 ·
Module M1 · slide 9 of 10**CHECK FOR UNDERSTANDING**

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is A.

A **why the river was so important in a hot, dry land**
Correct. Hot and dry show how much people needed the flowing river.

B **why people in Egypt liked cold, snowy weather**
The sentence describes heat, not snow.

C **why the desert was full of tall green trees**
A dry desert does not have many trees.

D **why travelers built roads across the desert**
The sentence is about the river, not roads.

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 and its explanation. Spend time on the wrong answers.*

“Hot and dry show how much people needed the flowing river.”

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

ANSWER KEY: A is correct.

TEKS 3.10(D) · Literary Devices · Sheet 33 of 36 · Cluster 8 · Module M1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Repetition is when an author repeats a word or phrase on purpose.

Contrast is when the author places two different ideas side by side.

Both devices point the reader toward what the author thinks is important.

THIS WEEK’S DEVICE

Repetition and Contrast

from “People Make the Difference”

Find how the author uses repetition and contrast in our reading.

This deck teaches **repetition and contrast** 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 learning about repetition and contrast. Repetition is when an author repeats a word or phrase on purpose.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is People Make the Difference. As we read, we will look closely at the author's words.”

▶ Preview the week: NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 8 Module M2 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(D) • Literary Devices • Sheet 34 of 36 • Cluster 8 •
Module M2 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what repetition and contrast means in their own words.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice repetition and contrast in the reading."

EXACT TEKS WORDING

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

Notice the repetition and contrast.

Read this sentence from the reading. Find the words that show repetition and contrast.

"Some invented tools. Some made scientific discoveries. Some created businesses."

I CAN I can notice repetition and contrast in our reading.

Grade 3 • Cluster 8 • Literary Devices • 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 repetition and contrast in our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show repetition and contrast."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The repetition and contrast is in the words Some, Some, Some. Repeating Some shows the many different ways people helped.

TEKS 3.10(D) • Literary Devices • Sheet 34 of 36 • Cluster 8 •
Module M2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows repetition and contrast."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows repetition and contrast. Which one?

- A. Places give communities somewhere to grow. People give communities a reason to grow stronger.
 B. Ford wanted to produce a dependable automobile at a lower price.
 C. Roads became increasingly important.

I CAN I can choose the sentence that shows repetition and contrast and explain why.

Grade 3 • Cluster 8 • Literary Devices • 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 choose the sentence that shows repetition and contrast and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows repetition and contrast. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: A. A repeats give communities and contrasts places with people. B and C are single facts.

TEKS 3.10(D) • Literary Devices • Sheet 34 of 36 • Cluster 8 •
 Module M2 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what repetition and contrast does."

EXACT TEKS WORDING

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

Show what the repetition and contrast does.

What does the repetition and contrast in this sentence help you see, hear, feel, or understand?

"Places give communities somewhere to grow. People give communities a reason to grow stronger."

I CAN I can explain what repetition and contrast does in the reading.



Grade 3 • Cluster 8 • Literary Devices • 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 repetition and contrast does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the repetition and contrast in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: The repeated pattern and contrast show that people matter more than places.

TEKS 3.10(D) • Literary Devices • Sheet 34 of 36 • Cluster 8 •
Module M2 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used repetition and contrast."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use repetition and contrast here instead of plain words?

"But those things alone do not make a community strong."

I CAN I can explain why the author chose to use repetition and contrast.

Grade 3 · Cluster 8 · Literary Devices · 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 explain why the author chose to use repetition and contrast."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use repetition and contrast here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses repetition and contrast to show that people are what make a community strong.

TEKS 3.10(D) · Literary Devices · Sheet 34 of 36 · Cluster 8 ·
 Module M2 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why repetition and contrast matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the repetition and contrast?

"Some invented tools. Some made scientific discoveries. Some created businesses."

I CAN I can defend why the author's repetition and contrast matters to the meaning.

Grade 3 · Cluster 8 · Literary Devices · 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 defend why the author's repetition and contrast matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the repetition and contrast?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the repetition and contrast, the reader would lose what Some, Some, Some adds. Repeating Some shows the many different ways people helped.

TEKS 3.10(D) · Literary Devices · Sheet 34 of 36 · Cluster 8 ·
Module M2 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find repetition and contrast.

On your tracking sheet, find one more example of repetition and contrast in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses repetition and contrast.

Copy the exact words.

Then explain: What does this repetition and contrast help you see, hear, feel, or understand?

I CAN I can find and explain repetition and contrast in our reading 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. On your tracking sheet, find one more example of repetition and contrast in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: But those things alone do not make a community strong.

TEKS 3.10(D) · Literary Devices · Sheet 34 of 36 · Cluster 8 ·
Module M2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

Answers, across the five thinking levels.

NOTICE

The repetition and contrast is in the words Some, Some, Some. Repeating Some shows the many different ways people helped.

CHOOSE

A. A repeats give communities and contrasts places with people. B and C are single facts.

SHOW

The repeated pattern and contrast show that people matter more than places.

OWN

The author uses repetition and contrast to show that people are what make a community strong.

DEFEND

Without the repetition and contrast, the reader would lose what Some, Some, Some adds. Repeating Some shows the many different ways people helped.

YOUR TURN

Answers vary. One example: But those things alone do not make a community strong.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

⌚ ~4 min

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

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

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(D) · Literary Devices · Sheet 34 of 36 · Cluster 8 ·
Module M2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Places give communities somewhere to grow. People give communities a reason to grow stronger.**How does the author use repetition and contrast in this excerpt?**

- A** repeats "grow stronger" to show places are stronger than people
- B** repeats "give communities" to contrast places with people
- C** repeats "somewhere" to show where people should move
- D** repeats "reason" to show people need more rules

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 excerpt and the four choices aloud.

"Read all four choices before you decide. Check each one against the exact words in the excerpt."

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is B. Both sentences use give communities, but one is about places and one about people.TEKS 3.10(D) · Literary Devices · Sheet 34 of 36 · Cluster 8 ·
Module M2 · slide 9 of 10**CHECK FOR UNDERSTANDING**

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is B.

- A** repeats "grow stronger" to show places are stronger than people
Grow stronger appears once, and it is about people.
- B** repeats "give communities" to contrast places with people
Correct. Both sentences use give communities, but one is about places and one about people.
- C** repeats "somewhere" to show where people should move
Somewhere appears only once.
- D** repeats "reason" to show people need more rules
Reason appears once, and rules are not mentioned.

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

⌚ ~4 min

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

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

▶ *Reveal each choice and its explanation. Spend time on the wrong answers.*

"Both sentences use give communities, but one is about places and one about people."

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

ANSWER KEY: B is correct.

TEKS 3.10(D) · Literary Devices · Sheet 34 of 36 · Cluster 8 · Module M2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Literal language means exactly what the words say.

Figurative language uses words in an unusual way to compare, exaggerate, or create a picture.

When I read, I ask: Does this mean exactly what it says, or is the author using words in a special way?

THIS WEEK’S DEVICE

Literal and Figurative Language

from “What Helps a Community Grow?”

Find how the author uses literal and figurative language in our reading.

This deck teaches **literal and 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 learning about literal and figurative language. Literal language means exactly what the words say.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is What Helps a Community Grow?. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 8 Module M3 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(D) • Literary Devices • Sheet 35 of 36 • Cluster 8 •
Module M3 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what literal and figurative language means in their own words.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

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

EXACT TEKS WORDING

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

Literal or figurative?

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

"People need water for drinking, cooking, farming, and caring for animals."

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

Grade 3 • Cluster 8 • Literary Devices • 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 whether the author's words are literal or figurative."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

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

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: This is literal. It lists real ways people use water.

TEKS 3.10(D) • Literary Devices • Sheet 35 of 36 • Cluster 8 •
Module M3 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can compare sentences from the reading."

EXACT TEKS WORDING

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

Choose the sentence.

All three are literal. Which one tells what archaeologists found?

- A. Forests can provide wood for homes and fires.
 B. People need water for drinking, cooking, farming, and caring for animals.
 C. At Poverty Point, archaeologists discovered seashells and other materials that came from faraway places.

I CAN I can compare sentences and explain my choice.

Grade 3 • Cluster 8 • Literary Devices • 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 compare sentences and explain my choice."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"All three are literal. Which one tells what archaeologists found?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: C. C tells what archaeologists found. A and B tell about wood and water. All three are literal.

TEKS 3.10(D) • Literary Devices • Sheet 35 of 36 • Cluster 8 •
 Module M3 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can explain what literal language tells me."

EXACT TEKS WORDING

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

Show what the words tell you.

What exact information does this sentence give the reader?

"Forests can provide wood for homes and fires."

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



Grade 3 • Cluster 8 • Literary Devices • 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 the reader."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What exact information does this sentence give the reader?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: This is literal. Forests really give wood.

TEKS 3.10(D) • Literary Devices • Sheet 35 of 36 • Cluster 8 •
Module M3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used literal language."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use plain, literal words here?

"At Poverty Point, archaeologists discovered seashells and other materials that came from faraway places."

I CAN I can explain why the author chose literal language.

Grade 3 • Cluster 8 • Literary Devices • 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 explain why the author chose literal language."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use plain, literal words here?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses literal language so the reader can learn exact facts about what communities need.

TEKS 3.10(D) • Literary Devices • Sheet 35 of 36 • Cluster 8 •
Module M3 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend how literal language fits this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would a figurative version change what the reader understands?

"People need water for drinking, cooking, farming, and caring for animals."

I CAN I can defend why the author's literal language fits the text.

Grade 3 • Cluster 8 • Literary Devices • 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 defend why the author's literal language fits the text."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would a figurative version change what the reader understands?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: This is literal. It lists real ways people use water.

TEKS 3.10(D) • Literary Devices • Sheet 35 of 36 • Cluster 8 •
Module M3 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn: literal or figurative?

On your tracking sheet, find a sentence that is literal, and tell how you know in the reading. Copy the exact words.

Go back to the reading.

Find one sentence that is literal.

Copy the exact words.

Then explain: How do you know it means exactly what it says?

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. On your tracking sheet, find a sentence that is literal, and tell how you know in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. Any literal sentence from the reading, such as: Forests can provide wood for homes and fires.

TEKS 3.10(D) · Literary Devices · Sheet 35 of 36 · Cluster 8 ·
Module M3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

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

This is literal. It lists real ways people use water.

CHOOSE

C. C tells what archaeologists found. A and B tell about wood and water. All three are literal.

SHOW

This is literal. Forests really give wood.

OWN

The author uses literal language so the reader can learn exact facts about what communities need.

DEFEND

This is literal. It lists real ways people use water.

YOUR TURN

Answers vary. Any literal sentence from the reading, such as: Forests can provide wood for homes and fires.

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

~4 min

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

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

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(D) · Literary Devices · Sheet 35 of 36 · Cluster 8 ·
Module M3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Forests can provide wood for homes and fires.**Is this sentence literal or figurative?**

- A** figurative, because forests are compared to houses
- B** figurative, because a forest cannot really give anything
- C** literal, because forests really do give wood for homes and fires
- D** literal, because it uses like to compare two things

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 excerpt and the four choices aloud.***“Read all four choices before you decide. Check each one against the exact words in the excerpt.”**▶ *Give think time. Students choose privately before any discussion.***ANSWER KEY:** The answer is C. The words mean exactly what they say.TEKS 3.10(D) · Literary Devices · Sheet 35 of 36 · Cluster 8 ·
Module M3 · slide 9 of 10**CHECK FOR UNDERSTANDING**

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is C.

- A** **figurative, because forests are compared to houses**
The forest is not compared to anything.
- B** **figurative, because a forest cannot really give anything**
Trees in a forest really are cut for wood.
- C** **literal, because forests really do give wood for homes and fires**
Correct. The words mean exactly what they say.
- D** **literal, because it uses like to compare two things**
The sentence does not use like.

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 and its explanation. Spend time on the wrong answers.*

“The words mean exactly what they say.”

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

ANSWER KEY: C is correct.

TEKS 3.10(D) · Literary Devices · Sheet 35 of 36 · Cluster 8 · Module M3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Literal language means exactly what the words say.

Figurative language uses words in an unusual way to compare, exaggerate, or create a picture.

When I read, I ask: Does this mean exactly what it says, or is the author using words in a special way?

THIS WEEK’S DEVICE

Literal and Figurative Language

from “Small Choices, Strong Communities”

Find how the author uses literal and figurative language in our reading.

This deck teaches **literal and 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 learning about literal and figurative language. Literal language means exactly what the words say.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is Small Choices, Strong Communities. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 8 Module M4 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 3.10(D) • Literary Devices • Sheet 36 of 36 • Cluster 8 •
Module M4 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what literal and figurative language means in their own words.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

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

EXACT TEKS WORDING

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

Literal or figurative?

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

"A volunteer might help at an animal shelter."

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

Grade 3 • Cluster 8 • Literary Devices • 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 whether the author's words are literal or figurative."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

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

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: This is literal. It tells a real way a person can help.

TEKS 3.10(D) • Literary Devices • Sheet 36 of 36 • Cluster 8 •
Module M4 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can compare sentences from the reading."

EXACT TEKS WORDING

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

Choose the sentence.

All three are literal. Which one tells how neighbors can help a park?

- A. Louis Pasteur studied tiny microorganisms.
 B. A volunteer might help at an animal shelter.
 C. Neighbors might work together to clean a park.

I CAN I can compare sentences and explain my choice.

Grade 3 • Cluster 8 • Literary Devices • 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 compare sentences and explain my choice."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"All three are literal. Which one tells how neighbors can help a park?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: C. C tells how neighbors can help a park. A and B tell about Pasteur and a volunteer. All three are literal.

TEKS 3.10(D) • Literary Devices • Sheet 36 of 36 • Cluster 8 •
 Module M4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can explain what literal language tells me."

EXACT TEKS WORDING

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

Show what the words tell you.

What exact information does this sentence give the reader?

"Louis Pasteur studied tiny microorganisms."

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



Grade 3 • Cluster 8 • Literary Devices • 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 the reader."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What exact information does this sentence give the reader?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: This is literal. Pasteur really studied tiny living things.

TEKS 3.10(D) • Literary Devices • Sheet 36 of 36 • Cluster 8 •
Module M4 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used literal language."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use plain, literal words here?

"Neighbors might work together to clean a park."

I CAN I can explain why the author chose literal language.

Grade 3 • Cluster 8 • Literary Devices • 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 explain why the author chose literal language."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use plain, literal words here?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses literal language to show real, simple ways people can help a community.

TEKS 3.10(D) • Literary Devices • Sheet 36 of 36 • Cluster 8 •
Module M4 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend how literal language fits this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would a figurative version change what the reader understands?

"A volunteer might help at an animal shelter."

I CAN I can defend why the author's literal language fits the text.

Grade 3 • Cluster 8 • Literary Devices • 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 defend why the author's literal language fits the text."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would a figurative version change what the reader understands?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: This is literal. It tells a real way a person can help.

TEKS 3.10(D) • Literary Devices • Sheet 36 of 36 • Cluster 8 •
Module M4 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

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

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn: literal or figurative?

On your tracking sheet, find a sentence that is literal, and tell how you know in the reading. Copy the exact words.

Go back to the reading.

Find one sentence that is literal.

Copy the exact words.

Then explain: How do you know it means exactly what it says?

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. On your tracking sheet, find a sentence that is literal, and tell how you know in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. Any literal sentence from the reading, such as: Louis Pasteur studied tiny microorganisms.

TEKS 3.10(D) · Literary Devices · Sheet 36 of 36 · Cluster 8 ·
Module M4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

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

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

Answers, across the five thinking levels.

NOTICE

This is literal. It tells a real way a person can help.

CHOOSE

C. C tells how neighbors can help a park. A and B tell about Pasteur and a volunteer. All three are literal.

SHOW

This is literal. Pasteur really studied tiny living things.

OWN

The author uses literal language to show real, simple ways people can help a community.

DEFEND

This is literal. It tells a real way a person can help.

YOUR TURN

Answers vary. Any literal sentence from the reading, such as: Louis Pasteur studied tiny microorganisms.

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

⌚ ~4 min

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

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

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 3.10(D) · Literary Devices · Sheet 36 of 36 · Cluster 8 ·
Module M4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Neighbors might work together to clean a park.

Is this sentence literal or figurative?

- A** figurative, because the park is compared to a home
- B** figurative, because a park cannot really be cleaned
- C** literal, because it uses as to compare two things
- D** literal, because neighbors really can clean a park 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 excerpt and the four choices aloud.*

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ *Give think time. Students choose privately before any discussion.*

ANSWER KEY: The answer is D. The words mean exactly what they say.

TEKS 3.10(D) · Literary Devices · Sheet 36 of 36 · Cluster 8 · Module M4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is D.

- A** **figurative, because the park is compared to a home**
Nothing is compared in this sentence.
- B** **figurative, because a park cannot really be cleaned**
People really do clean parks.
- C** **literal, because it uses as to compare two things**
The sentence does not use as to compare.
- D** **literal, because neighbors really can clean a park together**
Correct. The words mean exactly what they say.

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

⌚ ~4 min

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

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

▶ *Reveal each choice and its explanation. Spend time on the wrong answers.*

“The words mean exactly what they say.”

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

ANSWER KEY: D is correct.

TEKS 3.10(D) · Literary Devices · Sheet 36 of 36 · Cluster 8 · Module M4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.