

Literary Devices Tracking Sheet

Sheet 1 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Prepare • MODULE M1 • TEKS (4.10(D)) • Imagery

Imagery in “Dream”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the imagery.

Read the sentence on the slide. Copy the words that show imagery.



CHOOSE

Developing

Choose the sentence.

Only one of these sentences shows imagery. Which one? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the imagery does.

Read the sentence on the slide. What does the imagery help you understand? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use imagery here instead of plain words? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the sentence change without the imagery? Explain in complete sentences.

Your turn.

Find one more example of imagery in the reading. Copy the exact words and explain what it helps you see, hear, feel, or understand.

Literary Devices Tracking Sheet (Back)

Sheet 1 of 36

Practice finding and explaining imagery.

GRADE 4 • Prepare • MODULE M1 • TEKS (4.10(D)) • Imagery

Device Detective

Find two more examples of imagery in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this imagery help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this imagery help you see, hear, or feel?

Use It in Writing

Write two sentences that use imagery. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find imagery in the reading.	I can explain what imagery does.	I can use imagery in my own writing.
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Literary Devices Tracking Sheet

Sheet 2 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Prepare • MODULE M2 • TEKS (4.10(D)) • Imagery

Imagery in “Dream”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the imagery.

Read the sentence on the slide. Copy the words that show imagery.



CHOOSE

Developing

Choose the sentence.

Only one of these sentences shows imagery. Which one? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the imagery does.

Read the sentence on the slide. What does the imagery help you understand? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use imagery here instead of plain words? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the sentence change without the imagery? Explain in complete sentences.

Your turn.

Find one more example of imagery in the reading. Copy the exact words and explain what it helps you see, hear, feel, or understand.

Literary Devices Tracking Sheet (Back)

Sheet 2 of 36

Practice finding and explaining imagery.

GRADE 4 • Prepare • MODULE M2 • TEKS (4.10(D)) • Imagery

Device Detective

Find two more examples of imagery in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this imagery help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this imagery help you see, hear, or feel?

Use It in Writing

Write two sentences that use imagery. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find imagery in the reading.	I can explain what imagery does.	I can use imagery in my own writing.
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Literary Devices Tracking Sheet

Sheet 3 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Prepare • MODULE M3 • TEKS (4.10(D)) • Imagery

Imagery in “Serve”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the imagery.

Read the sentence on the slide. Copy the words that show imagery.



CHOOSE

Developing

Choose the sentence.

Only one of these sentences shows imagery. Which one? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the imagery does.

Read the sentence on the slide. What does the imagery help you understand? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use imagery here instead of plain words? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the sentence change without the imagery? Explain in complete sentences.

Your turn.

Find one more example of imagery in the reading. Copy the exact words and explain what it helps you see, hear, feel, or understand.

Literary Devices Tracking Sheet (Back)

Sheet 3 of 36

Practice finding and explaining imagery.

GRADE 4 • Prepare • MODULE M3 • TEKS (4.10(D)) • Imagery

Device Detective

Find two more examples of imagery in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this imagery help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this imagery help you see, hear, or feel?

Use It in Writing

Write two sentences that use imagery. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find imagery in the reading.

I can explain what imagery does.

I can use imagery in my own writing.

Literary Devices Tracking Sheet

Sheet 4 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Prepare • MODULE M4 • TEKS (4.10(D)) • Repetition and Contrast

Repetition and Contrast in “Serve”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the repetition and contrast.

Read the sentence on the slide. Copy the words that show repetition and contrast.



CHOOSE

Developing

Choose the sentence.

Only one of these sentences shows repetition and contrast. Which one? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the repetition and contrast does.

Read the sentence on the slide. What does the repetition and contrast help you understand? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use repetition and contrast here instead of plain words? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the sentence change without the repetition and contrast? Explain in complete sentences.

Your turn.

Find one more example of repetition and contrast in the reading. Copy the exact words and explain what it helps you see, hear, feel, or understand.

Literary Devices Tracking Sheet (Back)

Sheet 4 of 36

Practice finding and explaining repetition and contrast.

GRADE 4 • Prepare • MODULE M4 • TEKS (4.10(D)) • Repetition and Contrast

Device Detective

Find two more examples of repetition and contrast in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this repetition and contrast help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this repetition and contrast help you see, hear, or feel?

Use It in Writing

Write two sentences that use repetition and contrast. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find repetition and contrast in the reading.

I can explain what repetition and contrast does.

I can use repetition and contrast in my own writing.

Literary Devices Tracking Sheet

Sheet 5 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Cluster 1 • MODULE M1 • TEKS (4.10(D)) • Imagery

Imagery in “A Promise Written Long Ago”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the imagery.

Read the sentence on the slide. Copy the words that show imagery.



CHOOSE

Developing

Choose the sentence.

Only one of these sentences shows imagery. Which one? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the imagery does.

Read the sentence on the slide. What does the imagery help you understand? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use imagery here instead of plain words? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the sentence change without the imagery? Explain in complete sentences.

Your turn.

Find one more example of imagery in the reading. Copy the exact words and explain what it helps you see, hear, feel, or understand.

Literary Devices Tracking Sheet (Back)

Sheet 5 of 36

Practice finding and explaining imagery.

GRADE 4 • Cluster 1 • MODULE M1 • TEKS (4.10(D)) • Imagery

Device Detective

Find two more examples of imagery in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this imagery help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this imagery help you see, hear, or feel?

Use It in Writing

Write two sentences that use imagery. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find imagery in the reading.

I can explain what imagery does.

I can use imagery in my own writing.

Literary Devices Tracking Sheet

Sheet 6 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Cluster 1 • MODULE M2 • TEKS (4.10(D)) • Repetition and Contrast

Repetition and Contrast in “A Promise Written Long Ago”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the repetition and contrast.

Read the sentence on the slide. Copy the words that show repetition and contrast.



CHOOSE

Developing

Choose the sentence.

Only one of these sentences shows repetition and contrast. Which one? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the repetition and contrast does.

Read the sentence on the slide. What does the repetition and contrast help you understand? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use repetition and contrast here instead of plain words? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the sentence change without the repetition and contrast? Explain in complete sentences.

Your turn.

Find one more example of repetition and contrast in the reading. Copy the exact words and explain what it helps you see, hear, feel, or understand.

Literary Devices Tracking Sheet (Back)

Sheet 6 of 36

Practice finding and explaining repetition and contrast.

GRADE 4 • Cluster 1 • MODULE M2 • TEKS (4.10(D)) • Repetition and Contrast

Device Detective

Find two more examples of repetition and contrast in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this repetition and contrast help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this repetition and contrast help you see, hear, or feel?

Use It in Writing

Write two sentences that use repetition and contrast. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find repetition and contrast in the reading.

I can explain what repetition and contrast does.

I can use repetition and contrast in my own writing.

Literary Devices Tracking Sheet

Sheet 7 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Cluster 1 • MODULE M3 • TEKS (4.10(D)) • Literal and Figurative Language

Literal and Figurative Language in “A Promise Written Long Ago”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Literal or figurative?

Read the sentence on the slide. Is it literal or figurative? Tell how you know.



CHOOSE

Developing

Choose the sentence.

All three are literal. Which one states a fact in the fewest, most exact words? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the words tell you.

Read the sentence on the slide. What exact information does it give? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use literal words here instead of figurative language? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the meaning change if the author used figurative language here? Explain in complete sentences.

Your turn.

Find one literal sentence in the reading. Copy the exact words and explain how you know it is literal.

Literary Devices Tracking Sheet (Back)

Sheet 7 of 36

Practice finding and explaining literal and figurative language.

GRADE 4 • Cluster 1 • MODULE M3 • TEKS (4.10(D)) • Literal and Figurative Language

Device Detective

Find two more examples of literal and figurative language in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this literal and figurative language help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this literal and figurative language help you see, hear, or feel?

Use It in Writing

Write two sentences that use literal and figurative language. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find literal and figurative language in the reading.

I can explain what literal and figurative language does.

I can use literal and figurative language in my own writing.

Literary Devices Tracking Sheet

Sheet 8 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Cluster 1 • MODULE M4 • TEKS (4.10(D)) • Idiom

Idiom in “A Promise Written Long Ago”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the idiom.

Read the sentence on the slide. Copy the words that show idiom.



CHOOSE

Developing

Choose the sentence.

Only one of these sentences shows idiom. Which one? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the idiom does.

Read the sentence on the slide. What does the idiom help you understand? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use idiom here instead of plain words? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the sentence change without the idiom? Explain in complete sentences.

Your turn.

Find one more example of idiom in the reading. Copy the exact words and explain what it helps you see, hear, feel, or understand.

Literary Devices Tracking Sheet (Back)

Sheet 8 of 36

Practice finding and explaining idiom.

GRADE 4 • Cluster 1 • MODULE M4 • TEKS (4.10(D)) • Idiom

Device Detective

Find two more examples of idiom in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this idiom help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this idiom help you see, hear, or feel?

Use It in Writing

Write two sentences that use idiom. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find idiom in the reading.	I can explain what idiom does.	I can use idiom in my own writing.
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Literary Devices Tracking Sheet

Sheet 9 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Cluster 2 • MODULE M1 • TEKS (4.10(D)) • Imagery

Imagery in “The Energy We Use Everyday”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the imagery.

Read the sentence on the slide. Copy the words that show imagery.



CHOOSE

Developing

Choose the sentence.

Only one of these sentences shows imagery. Which one? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the imagery does.

Read the sentence on the slide. What does the imagery help you understand? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use imagery here instead of plain words? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the sentence change without the imagery? Explain in complete sentences.

Your turn.

Find one more example of imagery in the reading. Copy the exact words and explain what it helps you see, hear, feel, or understand.

Literary Devices Tracking Sheet (Back)

Sheet 9 of 36

Practice finding and explaining imagery.

GRADE 4 • Cluster 2 • MODULE M1 • TEKS (4.10(D)) • Imagery

Device Detective

Find two more examples of imagery in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this imagery help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this imagery help you see, hear, or feel?

Use It in Writing

Write two sentences that use imagery. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find imagery in the reading.

I can explain what imagery does.

I can use imagery in my own writing.

Literary Devices Tracking Sheet

Sheet 10 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Cluster 2 • MODULE M2 • TEKS (4.10(D)) • Literal and Figurative Language

Literal and Figurative Language in “The Energy We Use Everyday”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Literal or figurative?

Read the sentence on the slide. Is it literal or figurative? Tell how you know.



CHOOSE

Developing

Choose the sentence.

All three are literal. Which one explains how a machine makes power? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the words tell you.

Read the sentence on the slide. What exact information does it give? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use literal words here instead of figurative language? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the meaning change if the author used figurative language here? Explain in complete sentences.

Your turn.

Find one literal sentence in the reading. Copy the exact words and explain how you know it is literal.

Literary Devices Tracking Sheet (Back)

Sheet 10 of 36

Practice finding and explaining literal and figurative language.

GRADE 4 • Cluster 2 • MODULE M2 • TEKS (4.10(D)) • Literal and Figurative Language

Device Detective

Find two more examples of literal and figurative language in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this literal and figurative language help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this literal and figurative language help you see, hear, or feel?

Use It in Writing

Write two sentences that use literal and figurative language. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find literal and figurative language in the reading.

I can explain what literal and figurative language does.

I can use literal and figurative language in my own writing.

Literary Devices Tracking Sheet

Sheet 11 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Cluster 2 • MODULE M3 • TEKS (4.10(D)) • Repetition and Contrast

Repetition and Contrast in “The Energy We Use Everyday”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the repetition and contrast.

Read the sentence on the slide. Copy the words that show repetition and contrast.



CHOOSE

Developing

Choose the sentence.

Only one of these sentences shows repetition and contrast. Which one? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the repetition and contrast does.

Read the sentence on the slide. What does the repetition and contrast help you understand? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use repetition and contrast here instead of plain words? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the sentence change without the repetition and contrast? Explain in complete sentences.

Your turn.

Find one more example of repetition and contrast in the reading. Copy the exact words and explain what it helps you see, hear, feel, or understand.

Literary Devices Tracking Sheet (Back)

Sheet 11 of 36

Practice finding and explaining repetition and contrast.

GRADE 4 • Cluster 2 • MODULE M3 • TEKS (4.10(D)) • Repetition and Contrast

Device Detective

Find two more examples of repetition and contrast in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this repetition and contrast help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this repetition and contrast help you see, hear, or feel?

Use It in Writing

Write two sentences that use repetition and contrast. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find repetition and contrast in the reading.	I can explain what repetition and contrast does.	I can use repetition and contrast in my own writing.
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Literary Devices Tracking Sheet

Sheet 12 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Cluster 2 • MODULE M4 • TEKS (4.10(D)) • Literal and Figurative Language

Literal and Figurative Language in “The Energy We Use Everyday”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Literal or figurative?

Read the sentence on the slide. Is it literal or figurative? Tell how you know.



CHOOSE

Developing

Choose the sentence.

All three are literal. Which sentence gives the exact meaning of a word? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the words tell you.

Read the sentence on the slide. What exact information does it give? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use literal words here instead of figurative language? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the meaning change if the author used figurative language here? Explain in complete sentences.

Your turn.

Find one literal sentence in the reading. Copy the exact words and explain how you know it is literal.

Literary Devices Tracking Sheet (Back)

Sheet 12 of 36

Practice finding and explaining literal and figurative language.

GRADE 4 • Cluster 2 • MODULE M4 • TEKS (4.10(D)) • Literal and Figurative Language

Device Detective

Find two more examples of literal and figurative language in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this literal and figurative language help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this literal and figurative language help you see, hear, or feel?

Use It in Writing

Write two sentences that use literal and figurative language. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find literal and figurative language in the reading.

I can explain what literal and figurative language does.

I can use literal and figurative language in my own writing.

Literary Devices Tracking Sheet

Sheet 13 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Cluster 3 • MODULE M1 • TEKS (4.10(D)) • Imagery

Imagery in “A Lone Star Choice”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the imagery.

Read the sentence on the slide. Copy the words that show imagery.



CHOOSE

Developing

Choose the sentence.

Only one of these sentences shows imagery. Which one? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the imagery does.

Read the sentence on the slide. What does the imagery help you understand? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use imagery here instead of plain words? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the sentence change without the imagery? Explain in complete sentences.

Your turn.

Find one more example of imagery in the reading. Copy the exact words and explain what it helps you see, hear, feel, or understand.

Literary Devices Tracking Sheet (Back)

Sheet 13 of 36

Practice finding and explaining imagery.

GRADE 4 • Cluster 3 • MODULE M1 • TEKS (4.10(D)) • Imagery

Device Detective

Find two more examples of imagery in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this imagery help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this imagery help you see, hear, or feel?

Use It in Writing

Write two sentences that use imagery. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find imagery in the reading.

I can explain what imagery does.

I can use imagery in my own writing.

Literary Devices Tracking Sheet

Sheet 14 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Cluster 3 • MODULE M2 • TEKS (4.10(D)) • Repetition and Contrast

Repetition and Contrast in “A Lone Star Choice”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the repetition and contrast.

Read the sentence on the slide. Copy the words that show repetition and contrast.



CHOOSE

Developing

Choose the sentence.

Only one of these sentences shows repetition and contrast. Which one? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the repetition and contrast does.

Read the sentence on the slide. What does the repetition and contrast help you understand? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use repetition and contrast here instead of plain words? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the sentence change without the repetition and contrast? Explain in complete sentences.

Your turn.

Find one more example of repetition and contrast in the reading. Copy the exact words and explain what it helps you see, hear, feel, or understand.

Literary Devices Tracking Sheet (Back)

Sheet 14 of 36

Practice finding and explaining repetition and contrast.

GRADE 4 • Cluster 3 • MODULE M2 • TEKS (4.10(D)) • Repetition and Contrast

Device Detective

Find two more examples of repetition and contrast in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this repetition and contrast help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this repetition and contrast help you see, hear, or feel?

Use It in Writing

Write two sentences that use repetition and contrast. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find repetition and contrast in the reading.

I can explain what repetition and contrast does.

I can use repetition and contrast in my own writing.

Literary Devices Tracking Sheet

Sheet 15 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Cluster 3 • MODULE M3 • TEKS (4.10(D)) • Alliteration

Alliteration in “A Lone Star Choice”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the alliteration.

Read the sentence on the slide. Copy the words that show alliteration.



CHOOSE

Developing

Choose the sentence.

Only one of these sentences shows alliteration. Which one? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the alliteration does.

Read the sentence on the slide. What does the alliteration help you understand? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use alliteration here instead of plain words? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the sentence change without the alliteration? Explain in complete sentences.

Your turn.

Find one more example of alliteration in the reading. Copy the exact words and explain what it helps you see, hear, feel, or understand.

Literary Devices Tracking Sheet (Back)

Sheet 15 of 36

Practice finding and explaining alliteration.

GRADE 4 • Cluster 3 • MODULE M3 • TEKS (4.10(D)) • Alliteration

Device Detective

Find two more examples of alliteration in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this alliteration help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this alliteration help you see, hear, or feel?

Use It in Writing

Write two sentences that use alliteration. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find alliteration in the reading.

I can explain what alliteration does.

I can use alliteration in my own writing.

Literary Devices Tracking Sheet

Sheet 16 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Cluster 3 • MODULE M4 • TEKS (4.10(D)) • Literal and Figurative Language

Literal and Figurative Language in “A Lone Star Choice”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Literal or figurative?

Read the sentence on the slide. Is it literal or figurative? Tell how you know.



CHOOSE

Developing

Choose the sentence.

All three lines are literal. Which one tells a result of the war? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the words tell you.

Read the sentence on the slide. What exact information does it give? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use literal words here instead of figurative language? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the meaning change if the author used figurative language here? Explain in complete sentences.

Your turn.

Find one literal sentence in the reading. Copy the exact words and explain how you know it is literal.

Literary Devices Tracking Sheet (Back)

Sheet 16 of 36

Practice finding and explaining literal and figurative language.

GRADE 4 • Cluster 3 • MODULE M4 • TEKS (4.10(D)) • Literal and Figurative Language

Device Detective

Find two more examples of literal and figurative language in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this literal and figurative language help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this literal and figurative language help you see, hear, or feel?

Use It in Writing

Write two sentences that use literal and figurative language. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find literal and figurative language in the reading.

I can explain what literal and figurative language does.

I can use literal and figurative language in my own writing.

Literary Devices Tracking Sheet

Sheet 17 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Cluster 4 • MODULE M1 • TEKS (4.10(D)) • Imagery

Imagery in “The Wealth of Mansa Musa”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the imagery.

Read the sentence on the slide. Copy the words that show imagery.



CHOOSE

Developing

Choose the sentence.

Only one of these sentences shows imagery. Which one? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the imagery does.

Read the sentence on the slide. What does the imagery help you understand? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use imagery here instead of plain words? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the sentence change without the imagery? Explain in complete sentences.

Your turn.

Find one more example of imagery in the reading. Copy the exact words and explain what it helps you see, hear, feel, or understand.

Literary Devices Tracking Sheet (Back)

Sheet 17 of 36

Practice finding and explaining imagery.

GRADE 4 • Cluster 4 • MODULE M1 • TEKS (4.10(D)) • Imagery

Device Detective

Find two more examples of imagery in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this imagery help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this imagery help you see, hear, or feel?

Use It in Writing

Write two sentences that use imagery. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find imagery in the reading.

I can explain what imagery does.

I can use imagery in my own writing.

Literary Devices Tracking Sheet

Sheet 18 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Cluster 4 • MODULE M2 • TEKS (4.10(D)) • Idiom

Idiom in “The Wealth of Mansa Musa”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the idiom.

Read the sentence on the slide. Copy the words that show idiom.



CHOOSE

Developing

Choose the sentence.

Only one of these sentences shows idiom. Which one? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the idiom does.

Read the sentence on the slide. What does the idiom help you understand? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use idiom here instead of plain words? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the sentence change without the idiom? Explain in complete sentences.

Your turn.

Find one more example of idiom in the reading. Copy the exact words and explain what it helps you see, hear, feel, or understand.

Literary Devices Tracking Sheet (Back)

Sheet 18 of 36

Practice finding and explaining idiom.

GRADE 4 • Cluster 4 • MODULE M2 • TEKS (4.10(D)) • Idiom

Device Detective

Find two more examples of idiom in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this idiom help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this idiom help you see, hear, or feel?

Use It in Writing

Write two sentences that use idiom. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find idiom in the reading.	I can explain what idiom does.	I can use idiom in my own writing.
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Literary Devices Tracking Sheet

Sheet 19 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Cluster 4 • MODULE M3 • TEKS (4.10(D)) • Imagery

Imagery in “The Wealth of Mansa Musa”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the imagery.

Read the sentence on the slide. Copy the words that show imagery.



CHOOSE

Developing

Choose the sentence.

Only one of these sentences shows imagery. Which one? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the imagery does.

Read the sentence on the slide. What does the imagery help you understand? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use imagery here instead of plain words? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the sentence change without the imagery? Explain in complete sentences.

Your turn.

Find one more example of imagery in the reading. Copy the exact words and explain what it helps you see, hear, feel, or understand.

Literary Devices Tracking Sheet (Back)

Sheet 19 of 36

Practice finding and explaining imagery.

GRADE 4 • Cluster 4 • MODULE M3 • TEKS (4.10(D)) • Imagery

Device Detective

Find two more examples of imagery in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this imagery help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this imagery help you see, hear, or feel?

Use It in Writing

Write two sentences that use imagery. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find imagery in the reading.

I can explain what imagery does.

I can use imagery in my own writing.

Literary Devices Tracking Sheet

Sheet 20 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Cluster 4 • MODULE M4 • TEKS (4.10(D)) • Repetition and Contrast

Repetition and Contrast in “The Wealth of Mansa Musa”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the repetition and contrast.

Read the sentence on the slide. Copy the words that show repetition and contrast.



CHOOSE

Developing

Choose the sentence.

Only one of these sentences shows repetition and contrast. Which one? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the repetition and contrast does.

Read the sentence on the slide. What does the repetition and contrast help you understand? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use repetition and contrast here instead of plain words? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the sentence change without the repetition and contrast? Explain in complete sentences.

Your turn.

Find one more example of repetition and contrast in the reading. Copy the exact words and explain what it helps you see, hear, feel, or understand.

Literary Devices Tracking Sheet (Back)

Sheet 20 of 36

Practice finding and explaining repetition and contrast.

GRADE 4 • Cluster 4 • MODULE M4 • TEKS (4.10(D)) • Repetition and Contrast

Device Detective

Find two more examples of repetition and contrast in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this repetition and contrast help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this repetition and contrast help you see, hear, or feel?

Use It in Writing

Write two sentences that use repetition and contrast. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find repetition and contrast in the reading.

I can explain what repetition and contrast does.

I can use repetition and contrast in my own writing.

Literary Devices Tracking Sheet

Sheet 21 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Cluster 5 • MODULE M1 • TEKS (4.10(D)) • Imagery

Imagery in “Looking Back to Move Forward”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the imagery.

Read the sentence on the slide. Copy the words that show imagery.



CHOOSE

Developing

Choose the sentence.

Only one of these sentences shows imagery. Which one? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the imagery does.

Read the sentence on the slide. What does the imagery help you understand? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use imagery here instead of plain words? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the sentence change without the imagery? Explain in complete sentences.

Your turn.

Find one more example of imagery in the reading. Copy the exact words and explain what it helps you see, hear, feel, or understand.

Literary Devices Tracking Sheet (Back)

Sheet 21 of 36

Practice finding and explaining imagery.

GRADE 4 • Cluster 5 • MODULE M1 • TEKS (4.10(D)) • Imagery

Device Detective

Find two more examples of imagery in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this imagery help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this imagery help you see, hear, or feel?

Use It in Writing

Write two sentences that use imagery. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find imagery in the reading.

I can explain what imagery does.

I can use imagery in my own writing.

Literary Devices Tracking Sheet

Sheet 22 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Cluster 5 • MODULE M2 • TEKS (4.10(D)) • Repetition and Contrast

Repetition and Contrast in “Looking Back to Move Forward”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the repetition and contrast.

Read the sentence on the slide. Copy the words that show repetition and contrast.



CHOOSE

Developing

Choose the sentence.

Only one of these sentences shows repetition and contrast. Which one? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the repetition and contrast does.

Read the sentence on the slide. What does the repetition and contrast help you understand? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use repetition and contrast here instead of plain words? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the sentence change without the repetition and contrast? Explain in complete sentences.

Your turn.

Find one more example of repetition and contrast in the reading. Copy the exact words and explain what it helps you see, hear, feel, or understand.

Literary Devices Tracking Sheet (Back)

Sheet 22 of 36

Practice finding and explaining repetition and contrast.

GRADE 4 • Cluster 5 • MODULE M2 • TEKS (4.10(D)) • Repetition and Contrast

Device Detective

Find two more examples of repetition and contrast in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this repetition and contrast help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this repetition and contrast help you see, hear, or feel?

Use It in Writing

Write two sentences that use repetition and contrast. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find repetition and contrast in the reading.	I can explain what repetition and contrast does.	I can use repetition and contrast in my own writing.
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Literary Devices Tracking Sheet

Sheet 23 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Cluster 5 • MODULE M3 • TEKS (4.10(D)) • Imagery

Imagery in “Looking Back to Move Forward”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the imagery.

Read the sentence on the slide. Copy the words that show imagery.



CHOOSE

Developing

Choose the sentence.

Only one of these sentences shows imagery. Which one? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the imagery does.

Read the sentence on the slide. What does the imagery help you understand? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use imagery here instead of plain words? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the sentence change without the imagery? Explain in complete sentences.

Your turn.

Find one more example of imagery in the reading. Copy the exact words and explain what it helps you see, hear, feel, or understand.

Literary Devices Tracking Sheet (Back)

Sheet 23 of 36

Practice finding and explaining imagery.

GRADE 4 • Cluster 5 • MODULE M3 • TEKS (4.10(D)) • Imagery

Device Detective

Find two more examples of imagery in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this imagery help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this imagery help you see, hear, or feel?

Use It in Writing

Write two sentences that use imagery. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find imagery in the reading.

I can explain what imagery does.

I can use imagery in my own writing.

Literary Devices Tracking Sheet

Sheet 24 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Cluster 5 • MODULE M4 • TEKS (4.10(D)) • Metaphor

Metaphor in “Looking Back to Move Forward”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the metaphor.

Read the sentence on the slide. Copy the words that show metaphor.



CHOOSE

Developing

Choose the sentence.

Only one of these sentences shows metaphor. Which one? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the metaphor does.

Read the sentence on the slide. What does the metaphor help you understand? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use metaphor here instead of plain words? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the sentence change without the metaphor? Explain in complete sentences.

Your turn.

Find one more example of metaphor in the reading. Copy the exact words and explain what it helps you see, hear, feel, or understand.

Literary Devices Tracking Sheet (Back)

Sheet 24 of 36

Practice finding and explaining metaphor.

GRADE 4 • Cluster 5 • MODULE M4 • TEKS (4.10(D)) • Metaphor

Device Detective

Find two more examples of metaphor in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this metaphor help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this metaphor help you see, hear, or feel?

Use It in Writing

Write two sentences that use metaphor. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find metaphor in the reading.

I can explain what metaphor does.

I can use metaphor in my own writing.

Literary Devices Tracking Sheet

Sheet 25 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Cluster 6 • MODULE M1 • TEKS (4.10(D)) • Imagery

Imagery in “A Day That Changed”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the imagery.

Read the sentence on the slide. Copy the words that show imagery.



CHOOSE

Developing

Choose the sentence.

Only one of these sentences shows imagery. Which one? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the imagery does.

Read the sentence on the slide. What does the imagery help you understand? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use imagery here instead of plain words? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the sentence change without the imagery? Explain in complete sentences.

Your turn.

Find one more example of imagery in the reading. Copy the exact words and explain what it helps you see, hear, feel, or understand.

Literary Devices Tracking Sheet (Back)

Sheet 25 of 36

Practice finding and explaining imagery.

GRADE 4 • Cluster 6 • MODULE M1 • TEKS (4.10(D)) • Imagery

Device Detective

Find two more examples of imagery in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this imagery help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this imagery help you see, hear, or feel?

Use It in Writing

Write two sentences that use imagery. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find imagery in the reading.

I can explain what imagery does.

I can use imagery in my own writing.

Literary Devices Tracking Sheet

Sheet 26 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Cluster 6 • MODULE M2 • TEKS (4.10(D)) • Imagery

Imagery in “A Day That Changed”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the imagery.

Read the sentence on the slide. Copy the words that show imagery.



CHOOSE

Developing

Choose the sentence.

Only one of these sentences shows imagery. Which one? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the imagery does.

Read the sentence on the slide. What does the imagery help you understand? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use imagery here instead of plain words? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the sentence change without the imagery? Explain in complete sentences.

Your turn.

Find one more example of imagery in the reading. Copy the exact words and explain what it helps you see, hear, feel, or understand.

Literary Devices Tracking Sheet (Back)

Sheet 26 of 36

Practice finding and explaining imagery.

GRADE 4 • Cluster 6 • MODULE M2 • TEKS (4.10(D)) • Imagery

Device Detective

Find two more examples of imagery in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this imagery help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this imagery help you see, hear, or feel?

Use It in Writing

Write two sentences that use imagery. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find imagery in the reading.

I can explain what imagery does.

I can use imagery in my own writing.

Literary Devices Tracking Sheet

Sheet 27 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Cluster 6 • MODULE M3 • TEKS (4.10(D)) • Personification

Personification in “A Day That Changed”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the personification.

Read the sentence on the slide. Copy the words that show personification.



CHOOSE

Developing

Choose the sentence.

Only one of these sentences shows personification. Which one? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the personification does.

Read the sentence on the slide. What does the personification help you understand? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use personification here instead of plain words? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the sentence change without the personification? Explain in complete sentences.

Your turn.

Find one more example of personification in the reading. Copy the exact words and explain what it helps you see, hear, feel, or understand.

Literary Devices Tracking Sheet (Back)

Sheet 27 of 36

Practice finding and explaining personification.

GRADE 4 • Cluster 6 • MODULE M3 • TEKS (4.10(D)) • Personification

Device Detective

Find two more examples of personification in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this personification help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this personification help you see, hear, or feel?

Use It in Writing

Write two sentences that use personification. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find personification in the reading.

I can explain what personification does.

I can use personification in my own writing.

Literary Devices Tracking Sheet

Sheet 28 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Cluster 6 • MODULE M4 • TEKS (4.10(E)) • Point of View

Point of View in “A Day That Changed”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the point of view.

Read the sentence on the slide. Copy the words that show point of view.



CHOOSE

Developing

Choose the sentence.

Only one of these sentences shows point of view. Which one? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the point of view does.

Read the sentence on the slide. What does the point of view help you understand? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use point of view here instead of plain words? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the sentence change without the point of view? Explain in complete sentences.

Your turn.

Find one more example of point of view in the reading. Copy the exact words and explain what it helps you see, hear, feel, or understand.

Literary Devices Tracking Sheet (Back)

Sheet 28 of 36

Practice finding and explaining point of view.

GRADE 4 • Cluster 6 • MODULE M4 • TEKS (4.10(E)) • Point of View

Device Detective

Find two more examples of point of view in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this point of view help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this point of view help you see, hear, or feel?

Use It in Writing

Write two sentences that use point of view. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find point of view in the reading.

I can explain what point of view does.

I can use point of view in my own writing.

Literary Devices Tracking Sheet

Sheet 29 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Cluster 7 • MODULE M1 • TEKS (4.10(D)) • Imagery

Imagery in “The Roads Between Us”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the imagery.

Read the sentence on the slide. Copy the words that show imagery.



CHOOSE

Developing

Choose the sentence.

Only one of these sentences shows imagery. Which one? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the imagery does.

Read the sentence on the slide. What does the imagery help you understand? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use imagery here instead of plain words? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the sentence change without the imagery? Explain in complete sentences.

Your turn.

Find one more example of imagery in the reading. Copy the exact words and explain what it helps you see, hear, feel, or understand.

Literary Devices Tracking Sheet (Back)

Sheet 29 of 36

Practice finding and explaining imagery.

GRADE 4 • Cluster 7 • MODULE M1 • TEKS (4.10(D)) • Imagery

Device Detective

Find two more examples of imagery in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this imagery help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this imagery help you see, hear, or feel?

Use It in Writing

Write two sentences that use imagery. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find imagery in the reading.

I can explain what imagery does.

I can use imagery in my own writing.

Literary Devices Tracking Sheet

Sheet 30 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Cluster 7 • MODULE M2 • TEKS (4.10(D)) • Sound Devices

Sound Devices in “The Roads Between Us”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the sound devices.

Read the sentence on the slide. Copy the words that show sound devices.



CHOOSE

Developing

Choose the sentence.

Only one of these sentences shows sound devices. Which one? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the sound devices does.

Read the sentence on the slide. What does the sound devices help you understand? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use sound devices here instead of plain words? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the sentence change without the sound devices? Explain in complete sentences.

Your turn.

Find one more example of sound devices in the reading. Copy the exact words and explain what it helps you see, hear, feel, or understand.

Literary Devices Tracking Sheet (Back)

Sheet 30 of 36

Practice finding and explaining sound devices.

GRADE 4 • Cluster 7 • MODULE M2 • TEKS (4.10(D)) • Sound Devices

Device Detective

Find two more examples of sound devices in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this sound devices help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this sound devices help you see, hear, or feel?

Use It in Writing

Write two sentences that use sound devices. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find sound devices in the reading.

I can explain what sound devices does.

I can use sound devices in my own writing.

Literary Devices Tracking Sheet

Sheet 31 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Cluster 7 • MODULE M3 • TEKS (4.10(D)) • Metaphor

Metaphor in “The Roads Between Us”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the metaphor.

Read the sentence on the slide. Copy the words that show metaphor.



CHOOSE

Developing

Choose the sentence.

Only one of these sentences shows metaphor. Which one? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the metaphor does.

Read the sentence on the slide. What does the metaphor help you understand? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use metaphor here instead of plain words? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the sentence change without the metaphor? Explain in complete sentences.

Your turn.

Find one more example of metaphor in the reading. Copy the exact words and explain what it helps you see, hear, feel, or understand.

Literary Devices Tracking Sheet (Back)

Sheet 31 of 36

Practice finding and explaining metaphor.

GRADE 4 • Cluster 7 • MODULE M3 • TEKS (4.10(D)) • Metaphor

Device Detective

Find two more examples of metaphor in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this metaphor help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this metaphor help you see, hear, or feel?

Use It in Writing

Write two sentences that use metaphor. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find metaphor in the reading.

I can explain what metaphor does.

I can use metaphor in my own writing.

Literary Devices Tracking Sheet

Sheet 32 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Cluster 7 • MODULE M4 • TEKS (4.10(D)) • Contrast

Contrast in “The Roads Between Us”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the contrast.

Read the sentence on the slide. Copy the words that show contrast.



CHOOSE

Developing

Choose the sentence.

Only one of these sentences shows contrast. Which one? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the contrast does.

Read the sentence on the slide. What does the contrast help you understand? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use contrast here instead of plain words? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the sentence change without the contrast? Explain in complete sentences.

Your turn.

Find one more example of contrast in the reading. Copy the exact words and explain what it helps you see, hear, feel, or understand.

Literary Devices Tracking Sheet (Back)

Sheet 32 of 36

Practice finding and explaining contrast.

GRADE 4 • Cluster 7 • MODULE M4 • TEKS (4.10(D)) • Contrast

Device Detective

Find two more examples of contrast in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this contrast help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this contrast help you see, hear, or feel?

Use It in Writing

Write two sentences that use contrast. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find contrast in the reading.

I can explain what contrast does.

I can use contrast in my own writing.

Literary Devices Tracking Sheet

Sheet 33 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Cluster 8 • MODULE M1 • TEKS (4.10(D)) • Imagery

Imagery in “What Shapes a Society?”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the imagery.

Read the sentence on the slide. Copy the words that show imagery.



CHOOSE

Developing

Choose the sentence.

Only one of these sentences shows imagery. Which one? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the imagery does.

Read the sentence on the slide. What does the imagery help you understand? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use imagery here instead of plain words? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the sentence change without the imagery? Explain in complete sentences.

Your turn.

Find one more example of imagery in the reading. Copy the exact words and explain what it helps you see, hear, feel, or understand.

Literary Devices Tracking Sheet (Back)

Sheet 33 of 36

Practice finding and explaining imagery.

GRADE 4 • Cluster 8 • MODULE M1 • TEKS (4.10(D)) • Imagery

Device Detective

Find two more examples of imagery in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this imagery help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this imagery help you see, hear, or feel?

Use It in Writing

Write two sentences that use imagery. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find imagery in the reading.

I can explain what imagery does.

I can use imagery in my own writing.

Literary Devices Tracking Sheet

Sheet 34 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Cluster 8 • MODULE M2 • TEKS (4.10(D)) • Repetition and Contrast

Repetition and Contrast in “What Shapes a Society?”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the repetition and contrast.

Read the sentence on the slide. Copy the words that show repetition and contrast.



CHOOSE

Developing

Choose the sentence.

Only one of these sentences shows repetition and contrast. Which one? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the repetition and contrast does.

Read the sentence on the slide. What does the repetition and contrast help you understand? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use repetition and contrast here instead of plain words? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the sentence change without the repetition and contrast? Explain in complete sentences.

Your turn.

Find one more example of repetition and contrast in the reading. Copy the exact words and explain what it helps you see, hear, feel, or understand.

Literary Devices Tracking Sheet (Back)

Sheet 34 of 36

Practice finding and explaining repetition and contrast.

GRADE 4 • Cluster 8 • MODULE M2 • TEKS (4.10(D)) • Repetition and Contrast

Device Detective

Find two more examples of repetition and contrast in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this repetition and contrast help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this repetition and contrast help you see, hear, or feel?

Use It in Writing

Write two sentences that use repetition and contrast. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find repetition and contrast in the reading.

I can explain what repetition and contrast does.

I can use repetition and contrast in my own writing.

Literary Devices Tracking Sheet

Sheet 35 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Cluster 8 • MODULE M3 • TEKS (4.10(D)) • **Literal and Figurative Language**

Literal and Figurative Language in “Five Forces That Shape a Society”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Literal or figurative?

Read the sentence on the slide. Is it literal or figurative? Tell how you know.



CHOOSE

Developing

Choose the sentence.

All three are literal. Which one tells what a kingdom was famous for? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the words tell you.

Read the sentence on the slide. What exact information does it give? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use literal words here instead of figurative language? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the meaning change if the author used figurative language here? Explain in complete sentences.

Your turn.

Find one literal sentence in the reading. Copy the exact words and explain how you know it is literal.

Literary Devices Tracking Sheet (Back)

Sheet 35 of 36

Practice finding and explaining literal and figurative language.

GRADE 4 • Cluster 8 • MODULE M3 • TEKS (4.10(D)) • Literal and Figurative Language

Device Detective

Find two more examples of literal and figurative language in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this literal and figurative language help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this literal and figurative language help you see, hear, or feel?

Use It in Writing

Write two sentences that use literal and figurative language. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find literal and figurative language in the reading.	I can explain what literal and figurative language does.	I can use literal and figurative language in my own writing.
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Literary Devices Tracking Sheet

Sheet 36 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • Cluster 8 • MODULE M4 • TEKS (4.10(D)) • Literal and Figurative Language

Literal and Figurative Language in “The Evidence Room”

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Literal or figurative?

Read the sentence on the slide. Is it literal or figurative? Tell how you know.



CHOOSE

Developing

Choose the sentence.

All three are literal. Which one lists the goods that were traded? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the words tell you.

Read the sentence on the slide. What exact information does it give? Write your explanation.



OWN

Advanced

Explain the author's purpose.

Why does the author use literal words here instead of figurative language? Write your explanation.



DEFEND

Reflective

Defend the author's choice.

How would the meaning change if the author used figurative language here? Explain in complete sentences.

Your turn.

Find one literal sentence in the reading. Copy the exact words and explain how you know it is literal.

Literary Devices Tracking Sheet (Back)

Sheet 36 of 36

Practice finding and explaining literal and figurative language.

GRADE 4 • Cluster 8 • MODULE M4 • TEKS (4.10(D)) • Literal and Figurative Language

Device Detective

Find two more examples of literal and figurative language in the reading. Copy the exact words and explain what the author wants you to see, hear, or feel.

Example 1

Copy the exact words from the reading:

What does this literal and figurative language help you see, hear, or feel?

Example 2

Copy the exact words from the reading:

What does this literal and figurative language help you see, hear, or feel?

Use It in Writing

Write two sentences that use literal and figurative language. Make the reader see, hear, or feel something.

Self-Check

Circle the statement that matches your confidence.

I can find literal and figurative language in the reading.

I can explain what literal and figurative language does.

I can use literal and figurative language in my own writing.