

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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 “The Great Chocolate Chip Cookie Mystery”

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 The Great Chocolate Chip Cookie Mystery. 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 5.10(D) • Literary Devices • Sheet 1 of 36 • Prepare •
Module M1 • 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 metaphor, and sound devices achieves specific purposes"

Notice the simile.

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

"“They're gone,” announced Jordan, staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled.”"

I CAN I can notice simile in our reading.

Grade 5 • Prepare • 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 as if someone had just informed him that summer vacation had been canceled. The author compares Jordan's reaction to the reaction of someone hearing that summer vacation is canceled. It shows how shocked and.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Choose the sentence.

Only one of these sentences shows simile. Which one?

- A. Behind them, the lunch line stopped moving.
- B. "They're gone," announced Jordan, staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled.
- C. Maya sighed.

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

Grade 5 • 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 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: B. B compares Jordan's reaction to hearing terrible news using as if. A and C tell plain actions with no comparison.

TEKS 5.10(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 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 metaphor, 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're gone,” announced Jordan, staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled.”

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

Grade 5 • 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 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 author compares Jordan's reaction to the reaction of someone hearing that summer vacation is canceled. It shows how shocked and upset he is.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Explain the author's purpose.

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

"“They're gone,” announced Jordan, staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled.”"

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

Grade 5 • 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 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 the simile to exaggerate Jordan's disappointment in a funny way, so the reader laughs at how seriously he takes the missing cookies.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Defend the author's choice.

How would the meaning change without the simile?

"“They're gone,” announced Jordan, staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled.”

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

Grade 5 • 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 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 as if someone had just informed him that summer vacation had been canceled adds. The author compares Jordan's reaction to the reaction of someone hearing that summer vacation is canceled. It.

TEKS 5.10(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 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: “They're gone,” announced Jordan, staring through the cafeteria serving window as if someone had just informed him that summer vacation had been.

TEKS 5.10(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 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 as if someone had just informed him that summer vacation had been canceled. The author compares Jordan's reaction to the reaction of someone hearing that summer vacation is canceled. It shows how shocked and.

CHOOSE

B. B compares Jordan's reaction to hearing terrible news using as if. A and C tell plain actions with no comparison.

SHOW

The author compares Jordan's reaction to the reaction of someone hearing that summer vacation is canceled. It shows how shocked and upset he is.

OWN

The author uses the simile to exaggerate Jordan's disappointment in a funny way, so the reader laughs at how seriously he takes the missing cookies.

DEFEND

Without the simile, the reader would lose what as if someone had just informed him that summer vacation had been canceled adds. The author compares Jordan's reaction to the reaction of someone hearing that summer vacation is canceled. It.

YOUR TURN

Answers vary. One example: "They're gone," announced Jordan, staring through the cafeteria serving window as if someone had just informed him that summer vacation had been.

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 5.10(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.

“They’re gone,” announced Jordan, staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled.

The author compares Jordan’s reaction to hearing that summer vacation was canceled. Why?

- A** to show that Jordan reacts to the missing cookies as if it were terrible news
- B** to show that Jordan is worried about the start of summer vacation
- C** to explain that the school has changed its summer vacation schedule
- D** to show that Jordan is calmly reporting a fact to the lunch line

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 simile “as if someone had just informed him” compares missing cookies to shocking news, showing how upset Jordan is.

TEKS 5.10(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

to show that Jordan reacts to the missing cookies as if it were terrible news

Correct. The simile "as if someone had just informed him" compares missing cookies to shocking news, showing how upset Jordan is.

B

to show that Jordan is worried about the start of summer vacation

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

C

to explain that the school has changed its summer vacation schedule

The school schedule never changes. The comparison describes Jordan's feelings.

D

to show that Jordan is calmly reporting a fact to the lunch line

Jordan is not calm. The comparison shows he is shocked and upset.

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 simile "as if someone had just informed him" compares missing cookies to shocking news, showing how upset Jordan is.”

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

ANSWER KEY: A is correct.

TEKS 5.10(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 metaphor, 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 Great Chocolate Chip Cookie Mystery”

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 Great Chocolate Chip Cookie Mystery. 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 5.10(D) • Literary Devices • Sheet 2 of 36 • Prepare •
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 metaphor, and sound devices achieves specific purposes"

Notice the contrast.

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

"That the most exciting version of a story isn't always the most accurate one,"

I CAN I can notice contrast in our reading.

Grade 5 • 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 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 most exciting, most accurate. Maya sets an exciting story against an accurate one. The contrast shows that a fun story is not always true.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Choose the sentence.

Only one of these sentences shows contrast. Which one?

- A. Maya sighed.
- B. Wakefield was an experienced baker who developed recipes carefully, and evidence suggested the creation was more deliberate than the popular "happy accident" story made it sound.
- C. Jordan frowned.

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

Grade 5 • 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 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 a deliberate recipe against a happy accident, a pointed contrast. A and C only tell what a character did.

TEKS 5.10(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 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 metaphor, 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?

"Wakefield was an experienced baker who developed recipes carefully, and evidence suggested the creation was more deliberate than the popular "happy accident" story made it sound."

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

Grade 5 • 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 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 author places a careful plan next to a lucky accident. The contrast shows the real history is different from the famous story.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Explain the author's purpose.

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

"Your first ideas weren't the problem. People form possible explanations all the time. The important question is what you do next."

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

Grade 5 • 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 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 teach the big idea of the story: the most exciting explanation is not always the one the evidence supports.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Defend the author's choice.

How would the meaning change without the contrast?

"That the most exciting version of a story isn't always the most accurate one,"

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

Grade 5 • 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 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 most exciting, most accurate adds. Maya sets an exciting story against an accurate one. The contrast shows that a fun story is not always true.

TEKS 5.10(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 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: Your first ideas weren't the problem. People form possible explanations all the time. The important question is what you do next.

TEKS 5.10(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 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 most exciting, most accurate. Maya sets an exciting story against an accurate one. The contrast shows that a fun story is not always true.

CHOOSE

B. B sets a deliberate recipe against a happy accident, a pointed contrast. A and C only tell what a character did.

SHOW

The author places a careful plan next to a lucky accident. The contrast shows the real history is different from the famous story.

OWN

The author uses contrast to teach the big idea of the story: the most exciting explanation is not always the one the evidence supports.

DEFEND

Without the contrast, the reader would lose what most exciting, most accurate adds. Maya sets an exciting story against an accurate one. The contrast shows that a fun story is not always true.

YOUR TURN

Answers vary. One example: Your first ideas weren't the problem. People form possible explanations all the time. The important question is what you do next.

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 5.10(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.

“That the most exciting version of a story isn't always the most accurate one,” Maya said.**How does the author use contrast in Maya's statement?**

- A** She repeats the word story to show that all stories are about cookies.
- B** She sets "most exciting" against "most accurate" to show a fun story may be untrue.
- C** She compares two cookie recipes to show which one tastes the best.
- D** She describes the cafeteria to help the reader picture the lunch line.

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

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

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

▶ Read the passage 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 contrast between "most exciting" and "most accurate" shows an exciting story is not always the true one.TEKS 5.10(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

She repeats the word story to show that all stories are about cookies.

The key contrast is exciting versus accurate, not the word story.

B

She sets "most exciting" against "most accurate" to show a fun story may be untrue.

Correct. The contrast between "most exciting" and "most accurate" shows an exciting story is not always the true one.

C

She compares two cookie recipes to show which one tastes the best.

No recipes are compared. Maya contrasts two qualities of a story.

D

She describes the cafeteria to help the reader picture the lunch line.

Maya's words give no sensory details about the cafeteria.

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 contrast between "most exciting" and "most accurate" shows an exciting story is not always the true one.”

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

ANSWER KEY: B is correct.

TEKS 5.10(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 metaphor, and sound devices achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Hyperbole is an exaggeration so big that no one would believe it is true.

Authors use hyperbole to show strong feelings or to add humor.

When I find hyperbole, I ask: What is being stretched, and what does the author really mean?

THIS WEEK’S DEVICE

Hyperbole

from “The Fifth-Grade Cookie Commission”

Find how the author uses hyperbole in our reading.

This deck teaches **hyperbole** 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 hyperbole.
Hyperbole is an exaggeration so big that no one
would believe it is true.”**

▶ 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 Fifth-Grade Cookie Commission. 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 5.10(D) • Literary Devices • Sheet 3 of 36 • Prepare •
Module M3 • slide 1 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice hyperbole in the reading."

EXACT TEKS WORDING

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

Notice the hyperbole.

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

"The room exploded."

I CAN I can notice hyperbole in our reading.

Grade 5 • 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 hyperbole 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 hyperbole."

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

ANSWER KEY: The hyperbole is in the words The room exploded. The room did not really explode. The exaggeration shows how loud and excited the students became.

TEKS 5.10(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 big number hyperbole. Hyperbole is an exaggeration that cannot be literally true.

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 hyperbole."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows hyperbole. Which one?

- A. Principal Bennett smiled.
B. The room exploded.
C. The Cookie Commission began with a survey.

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

Grade 5 • 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 hyperbole and explain why."

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

"Only one of these sentences shows hyperbole. 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 an obvious exaggeration: a room cannot explode from excitement. A and C are plain, literal statements.

TEKS 5.10(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 big number hyperbole. Hyperbole is an exaggeration that cannot be literally true.

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 hyperbole does."

EXACT TEKS WORDING

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

Show what the hyperbole does.

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

"Jordan whispered to Maya, "This is the greatest moment in American democracy.""

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



Grade 5 • 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 hyperbole does in the reading."

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

"What does the hyperbole 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: Choosing a dessert is not truly the greatest moment in history. Jordan exaggerates to show his excitement.

TEKS 5.10(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 big number hyperbole. Hyperbole is an exaggeration that cannot be literally true.

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 hyperbole."

EXACT TEKS WORDING

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

Explain the author's purpose.

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

"Before this becomes a dessert-based constitutional crisis, perhaps you should gather some evidence."

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

Grade 5 • 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 hyperbole."

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

"Why does the author use hyperbole 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 hyperbole to make the story funny and to show how seriously the students take a small dessert decision.

TEKS 5.10(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 big number hyperbole. Hyperbole is an exaggeration that cannot be literally true.

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 hyperbole matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the hyperbole?

"The room exploded."

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

Grade 5 • 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 hyperbole 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 hyperbole?"

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

ANSWER KEY: Without the hyperbole, the reader would lose what The room exploded adds. The room did not really explode. The exaggeration shows how loud and excited the students became.

TEKS 5.10(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 big number hyperbole. Hyperbole is an exaggeration that cannot be literally true.

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 hyperbole.

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

Go back to the reading.

Find one more sentence that uses hyperbole.

Copy the exact words.

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

I CAN I can find and explain hyperbole 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 hyperbole 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: Before this becomes a dessert-based constitutional crisis, perhaps you should gather some evidence.

TEKS 5.10(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 big number hyperbole. Hyperbole is an exaggeration that cannot be literally true.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE

The hyperbole is in the words The room exploded. The room did not really explode. The exaggeration shows how loud and excited the students became.

CHOOSE

B. B is an obvious exaggeration: a room cannot explode from excitement. A and C are plain, literal statements.

SHOW

Choosing a dessert is not truly the greatest moment in history. Jordan exaggerates to show his excitement.

OWN

The author uses hyperbole to make the story funny and to show how seriously the students take a small dessert decision.

DEFEND

Without the hyperbole, the reader would lose what The room exploded adds. The room did not really explode. The exaggeration shows how loud and excited the students became.

YOUR TURN

Answers vary. One example: Before this becomes a dessert-based constitutional crisis, perhaps you should gather some evidence.

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 5.10(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.

Jordan whispered to Maya, “This is the greatest moment in American democracy.”

Why does the author have Jordan call the Cookie Commission “the greatest moment in American democracy”?

- A** to give an exact fact about an important event in American history
- B** to show that Jordan is bored by the principal's new challenge
- C** to exaggerate how excited Jordan is about choosing the Friday dessert
- D** to explain how the United States government chooses its leaders

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. Jordan exaggerates on purpose. A dessert vote is not truly the greatest moment in history.

TEKS 5.10(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** to give an exact fact about an important event in American history
This is not a fact. No historian would rank a dessert vote this way.
- B** to show that Jordan is bored by the principal's new challenge
Jordan is thrilled, not bored. The exaggeration shows excitement.
- C** to exaggerate how excited Jordan is about choosing the Friday dessert
Correct. Jordan exaggerates on purpose. A dessert vote is not truly the greatest moment in history.
- D** to explain how the United States government chooses its leaders
The sentence does not explain government. It exaggerates about dessert.

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.*

“Jordan exaggerates on purpose. A dessert vote is not truly the greatest moment in history.”

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

ANSWER KEY: C is correct.

TEKS 5.10(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 metaphor, 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 Fifth-Grade Cookie Commission”

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 Fifth-Grade Cookie Commission. 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 5.10(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 metaphor, 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.

"Your job isn't to make everybody think alike. Your job is to decide how to make a reasonable recommendation."

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

Grade 5 • 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 Your job isn't, Your job is. Mrs. Delgado repeats Your job and sets what the students should not do against what they should do.

TEKS 5.10(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 metaphor, and sound devices achieves specific purposes"

Choose the sentence.

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

- A. Jordan slowly sat down.
B. One School. One Cookie. Every Friday.
C. The commission interviewed Ms. Ruiz next.

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

Grade 5 • 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: B. B repeats the word One on purpose to build a catchy slogan. A and C have no repeated pattern or contrast.

TEKS 5.10(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 metaphor, 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?

"One School. One Cookie. Every Friday."

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

Grade 5 • 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: The slogan repeats One to make the idea short, strong, and easy to remember.

TEKS 5.10(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 metaphor, and sound devices achieves specific purposes"

Explain the author's purpose.

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

"They got the most votes, but more than half the students voted for something else."

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

Grade 5 · 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 so the reader notices the lesson that a fair decision is not the same as everyone agreeing.

TEKS 5.10(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 metaphor, and sound devices achieves specific purposes"

Defend the author's choice.

How would the meaning change without the repetition and contrast?

"Your job isn't to make everybody think alike. Your job is to decide how to make a reasonable recommendation."

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

Grade 5 · 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 Your job isn't, Your job is adds. Mrs. Delgado repeats Your job and sets what the students should not do against what they should do.

TEKS 5.10(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: They got the most votes, but more than half the students voted for something else.

TEKS 5.10(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 *Your job isn't, Your job is*. Mrs. Delgado repeats *Your job* and sets what the students should not do against what they should do.

CHOOSE

B. B repeats the word *One* on purpose to build a catchy slogan. A and C have no repeated pattern or contrast.

SHOW

The slogan repeats *One* to make the idea short, strong, and easy to remember.

OWN

The author uses repetition and contrast so the reader notices the lesson that a fair decision is not the same as everyone agreeing.

DEFEND

Without the repetition and contrast, the reader would lose what *Your job isn't, Your job is* adds. Mrs. Delgado repeats *Your job* and sets what the students should not do against what they should do.

YOUR TURN

Answers vary. One example: They got the most votes, but more than half the students voted for something else.

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.

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.

“Disagreement isn't always a problem,” she continued. “It can show that people value different things. Your job isn't to make everybody think alike. Your job is to decide how to make a reasonable recommendation.”

How does the author use repetition and contrast in Mrs. Delgado's words?

- A** She repeats a list of desserts to show which treat most students liked.
- B** She describes the classroom so the reader can picture the students' posters.
- C** She uses a sound word to show how loudly the students groaned.
- D** She repeats "Your job" to contrast what students should not do with what they should do.

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. "Your job isn't" and "Your job is" set a wrong idea next to the right one.

TEKS 5.10(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** **She repeats a list of desserts to show which treat most students liked.**
No desserts are listed here. The repeated words are about the students' job.
- B** **She describes the classroom so the reader can picture the students' posters.**
No details describe the room. The author uses repeated words to make a point.
- C** **She uses a sound word to show how loudly the students groaned.**
There is no sound word in this excerpt. The pattern is repetition and contrast.
- D** **She repeats "Your job" to contrast what students should not do with what they should do.**
Correct. "Your job isn't" and "Your job is" set a wrong idea next to the right one.

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.*

“"Your job isn't" and "Your job is" set a wrong idea next to the right one.”

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

ANSWER KEY: D is correct.

TEKS 5.10(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 metaphor, 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 “From Tension to Revolution”

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 From Tension to Revolution. 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 5.10(D) • Literary Devices • Sheet 5 of 36 • Cluster 1 •
Module M1 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what 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 metaphor, and sound devices achieves specific purposes"

Notice the idiom.

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

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

I CAN I can notice idiom in our reading.

Grade 5 • Cluster 1 • 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 trouble was brewing. Trouble was brewing is an idiom meaning a problem was slowly building. It is also a clever play on tea, which is brewed.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Choose the sentence.

Only one of these sentences shows idiom. Which one?

- A. War was expensive.
 B. Tea was a popular drink in the colonies, and many colonists bought it regularly.
 C. The colonists learned that there is strength in numbers.

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

Grade 5 • 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 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: C. C uses the idiom strength in numbers, which means a group is more powerful together. A and B are literal facts.

TEKS 5.10(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 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 metaphor, 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?

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

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



Grade 5 • 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 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: Without a fight means the colonists would resist strongly. It does not only mean a real battle.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Explain the author's purpose.

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

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

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

Grade 5 • 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 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 make a history lesson feel lively and to sum up big ideas, like growing anger and unity, in familiar phrases.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Defend the author's choice.

How would the meaning change without the idiom?

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

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

Grade 5 • 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 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 trouble was brewing adds. Trouble was brewing is an idiom meaning a problem was slowly building. It is also a clever play on tea, which is brewed.

TEKS 5.10(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 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 colonists learned that there is strength in numbers.

TEKS 5.10(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 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 trouble was brewing. Trouble was brewing is an idiom meaning a problem was slowly building. It is also a clever play on tea, which is brewed.

CHOOSE

C. C uses the idiom strength in numbers, which means a group is more powerful together. A and B are literal facts.

SHOW

Without a fight means the colonists would resist strongly. It does not only mean a real battle.

OWN

The author uses idioms to make a history lesson feel lively and to sum up big ideas, like growing anger and unity, in familiar phrases.

DEFEND

Without the idiom, the reader would lose what trouble was brewing adds. Trouble was brewing is an idiom meaning a problem was slowly building. It is also a clever play on tea, which is brewed.

YOUR TURN

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

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

⌚ ~4 min

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

“Let 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 5.10(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.

After the Tea Act was passed, trouble was brewing in the colonies.**What does the author mean by "trouble was brewing in the colonies"?**

- A** Anger and conflict were slowly building among the colonists.
- B** Colonists were boiling large pots of tea in their homes.
- C** The colonies were growing more tea than they could sell.
- D** Colonists were happy that the new tea was cheaper.

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. "trouble was brewing" is an idiom meaning a problem was growing and getting ready to burst out.TEKS 5.10(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

Anger and conflict were slowly building among the colonists.

Correct. "trouble was brewing" is an idiom meaning a problem was growing and getting ready to burst out.

B

Colonists were boiling large pots of tea in their homes.

This is the literal meaning. Nobody is actually making tea in this sentence.

C

The colonies were growing more tea than they could sell.

The passage does not say colonists grew tea. The phrase is an idiom.

D

Colonists were happy that the new tea was cheaper.

The idiom points to trouble, not happiness about prices.

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.*

““trouble was brewing” is an idiom meaning a problem was growing and getting ready to burst out.”

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

ANSWER KEY: A is correct.

TEKS 5.10(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 metaphor, 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 “From Tension to Revolution”

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 From Tension to Revolution. 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 5.10(D) • Literary Devices • Sheet 6 of 36 • Cluster 1 •
Module M2 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what 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 metaphor, and sound devices achieves specific purposes"

Notice the repetition.

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

"Soldiers had to be paid, supplies had to be bought, and forts had to be protected."

I CAN I can notice repetition in our reading.

Grade 5 • 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 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 had to be paid, had to be bought, had to be protected. The author repeats had to be three times. The pattern piles up the costs and shows why the war was so expensive.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Choose the sentence.

Only one of these sentences shows repetition. Which one?

- A. War was expensive.
 B. Soldiers and colonists often argued with one another.
 C. If Great Britain could punish Massachusetts, it could punish any colony.

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

Grade 5 • 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 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 punish to stress a shared danger. A and B state facts with no repeated pattern.

TEKS 5.10(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 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 metaphor, 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?

"They began to understand that one colony's problem could become every colony's problem."

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



Grade 5 • 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 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 colony's problem shows that a problem in one place was really a problem for all.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Explain the author's purpose.

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

"If Great Britain could punish Massachusetts, it could punish any colony."

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

Grade 5 • 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 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 stress important ideas, such as the heavy cost of war and the danger every colony shared.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Defend the author's choice.

How would the meaning change without the repetition?

"Soldiers had to be paid, supplies had to be bought, and forts had to be protected."

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

Grade 5 • 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 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 had to be paid, had to be bought, had to be protected adds. The author repeats had to be three times. The pattern piles up the costs and shows why the war was so expensive.

TEKS 5.10(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 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: If Great Britain could punish Massachusetts, it could punish any colony.

TEKS 5.10(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 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 had to be paid, had to be bought, had to be protected. The author repeats had to be three times. The pattern piles up the costs and shows why the war was so expensive.

CHOOSE

C. C repeats could punish to stress a shared danger. A and B state facts with no repeated pattern.

SHOW

Repeating colony's problem shows that a problem in one place was really a problem for all.

OWN

The author uses repetition to stress important ideas, such as the heavy cost of war and the danger every colony shared.

DEFEND

Without the repetition, the reader would lose what had to be paid, had to be bought, had to be protected adds. The author repeats had to be three times. The pattern piles up the costs and shows why the war was so expensive.

YOUR TURN

Answers vary. One example: If Great Britain could punish Massachusetts, it could punish any 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 5.10(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.

Soldiers had to be paid, supplies had to be bought, and forts had to be protected.

Why does the author repeat the words "had to be" in this sentence?

- A** to describe what the soldiers looked like in battle
- B** to stress how many costly things the war required
- C** to show that the colonists enjoyed paying for forts
- D** to compare British soldiers to a strong ocean wave

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. Repeating "had to be" piles up the costs, showing why the war was so expensive.

TEKS 5.10(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

to describe what the soldiers looked like in battle

No details describe how soldiers looked. The repeated words list costs.

B

to stress how many costly things the war required

Correct. Repeating "had to be" piles up the costs, showing why the war was so expensive.

C

to show that the colonists enjoyed paying for forts

Nothing says colonists enjoyed paying. The pattern stresses cost.

D

to compare British soldiers to a strong ocean wave

There is no comparison here. The author uses repetition, not a simile.

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.*

“Repeating "had to be" piles up the costs, showing why the war was so expensive.”

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

ANSWER KEY: B is correct.

TEKS 5.10(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 metaphor, 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 “From Tension to Revolution”

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 From Tension to Revolution. 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 5.10(D) • Literary Devices • Sheet 7 of 36 • Cluster 1 •
Module M3 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what 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 metaphor, and sound devices achieves specific purposes"

Notice the contrast.

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

"To many colonists, the Boston Tea Party was a strong message against unfair taxation. To Great Britain, it was an act of rebellion."

I CAN I can notice contrast in our reading.

Grade 5 • 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 a strong message against unfair taxation, an act of rebellion. The author shows two opposite views of the same event. The colonists saw a message, but Britain saw rebellion.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Choose the sentence.

Only one of these sentences shows contrast. Which one?

- A. Tensions continued to rise.
 B. News of the event spread quickly.
 C. Great Britain hoped the Intolerable Acts would make the colonists obey. Instead, the laws had the opposite effect.

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

Grade 5 • 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 Britain's hope against the opposite result. A and B tell single facts with no contrast.

TEKS 5.10(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 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 metaphor, 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?

"Great Britain hoped the Intolerable Acts would make the colonists obey. Instead, the laws had the opposite effect."

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



Grade 5 • 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 author contrasts what Britain hoped for with what really happened. The laws united the colonists instead.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Explain the author's purpose.

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

"Some colonists supported the protest because they believed British laws were unfair. Others worried that destroying property would make the conflict worse."

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



Grade 5 • 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 help the reader understand that the same event can look very different depending on who is judging it.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Defend the author's choice.

How would the meaning change without the contrast?

"To many colonists, the Boston Tea Party was a strong message against unfair taxation. To Great Britain, it was an act of rebellion."

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



Grade 5 • 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 a strong message against unfair taxation, an act of rebellion adds. The author shows two opposite views of the same event. The colonists saw a message, but Britain saw rebellion.

TEKS 5.10(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 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: Some colonists supported the protest because they believed British laws were unfair. Others worried that destroying property would make the conflict.

TEKS 5.10(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 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 a strong message against unfair taxation, an act of rebellion. The author shows two opposite views of the same event. The colonists saw a message, but Britain saw rebellion.

CHOOSE

C. C sets Britain's hope against the opposite result. A and B tell single facts with no contrast.

SHOW

The author contrasts what Britain hoped for with what really happened. The laws united the colonists instead.

OWN

The author uses contrast to help the reader understand that the same event can look very different depending on who is judging it.

DEFEND

Without the contrast, the reader would lose what a strong message against unfair taxation, an act of rebellion adds. The author shows two opposite views of the same event. The colonists saw a message, but Britain saw rebellion.

YOUR TURN

Answers vary. One example: Some colonists supported the protest because they believed British laws were unfair. Others worried that destroying property would make the conflict.

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 5.10(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.

To many colonists, the Boston Tea Party was a strong message against unfair taxation. To Great Britain, it was an act of rebellion.

Why does the author place these two sentences side by side?

- A** to show that everyone agreed the protest was a good idea
- B** to describe the sounds of tea splashing into the harbor
- C** to show that the two sides saw the same event in opposite ways
- D** to explain how much money the destroyed tea was worth

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 contrast between "a strong message" and "an act of rebellion" shows two opposite views.

TEKS 5.10(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** to show that everyone agreed the protest was a good idea
The two views do not agree. One side praises it, and the other condemns it.
- B** to describe the sounds of tea splashing into the harbor
No sound words appear. The author contrasts two points of view.
- C** to show that the two sides saw the same event in opposite ways
Correct. The contrast between "a strong message" and "an act of rebellion" shows two opposite views.
- D** to explain how much money the destroyed tea was worth
The cost is not mentioned here. The sentences contrast opinions.

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 contrast between "a strong message" and "an act of rebellion" shows two opposite views.”

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

ANSWER KEY: C is correct.

TEKS 5.10(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 metaphor, 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 “From Tension to Revolution”

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 From Tension to Revolution. 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 5.10(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 metaphor, and sound devices achieves specific purposes"

Literal or figurative?

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

"Colonists were taxed on goods such as glass, paper, paint, lead, and tea."

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

Grade 5 • 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 sentence means exactly what it says: colonists paid taxes on these real goods. It is literal.

TEKS 5.10(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 metaphor, and sound devices achieves specific purposes"

Choose the sentence.

Which sentence uses figurative language instead of literal language?

- A. Paul Revere created an engraving that showed the soldiers firing at colonists.
 B. After the Tea Act was passed, trouble was brewing in the colonies.
 C. War was expensive.

I CAN I can compare sentences and explain my choice.

Grade 5 • 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.

"Which sentence uses figurative language instead of literal language?"

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

ANSWER KEY: B. B is figurative: trouble was brewing is an idiom, since no one is brewing trouble. A and C mean exactly what they say.

TEKS 5.10(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 metaphor, and sound devices achieves specific purposes"

Show what the words tell you.

What exact information does this sentence give the reader?

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

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



Grade 5 • 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 tells a real event exactly as it happened, with no comparison. It is literal.

TEKS 5.10(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 metaphor, and sound devices achieves specific purposes"

Explain the author's purpose.

Why does the author use plain, literal words here?

"Paul Revere created an engraving that showed the soldiers firing at colonists."

I CAN I can explain why the author chose literal language.



Grade 5 • 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 in a history passage so the reader gets exact, trustworthy facts about what happened.

TEKS 5.10(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 metaphor, and sound devices achieves specific purposes"

Defend the author's choice.

How would a figurative version change what the reader understands?

"Colonists were taxed on goods such as glass, paper, paint, lead, and tea."

I CAN I can defend why the author's literal language fits the text.

Grade 5 • 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 sentence means exactly what it says: colonists paid taxes on these real goods. It is literal.

TEKS 5.10(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: In 1770, the Boston Massacre occurred when British soldiers fired into a crowd of colonists, killing several people.

TEKS 5.10(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 sentence means exactly what it says: colonists paid taxes on these real goods. It is literal.

CHOOSE

B. B is figurative: trouble was brewing is an idiom, since no one is brewing trouble. A and C mean exactly what they say.

SHOW

This tells a real event exactly as it happened, with no comparison. It is literal.

OWN

The author uses literal language in a history passage so the reader gets exact, trustworthy facts about what happened.

DEFEND

This sentence means exactly what it says: colonists paid taxes on these real goods. It is literal.

YOUR TURN

Answers vary. Any literal sentence from the reading, such as: In 1770, the Boston Massacre occurred when British soldiers fired into a crowd of colonists, killing several people.

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 5.10(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.

Colonists were taxed on goods such as glass, paper, paint, lead, and tea.

Is this sentence an example of literal or figurative language?

- A** Figurative, because it compares taxes to a heavy chain.
- B** Figurative, because it gives goods human feelings.
- C** Literal, because it uses the words like or as.
- D** Literal, because it names real goods the colonists paid taxes on.

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 D. Every word means exactly what it says. A figurative version might call the taxes a heavy chain.

TEKS 5.10(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 taxes to a heavy chain.**
The sentence makes no comparison. The chain idea is not in the sentence at all.
- B** **Figurative, because it gives goods human feelings.**
Glass, paper, and tea do nothing human here. The sentence simply lists goods.
- C** **Literal, because it uses the words like or as.**
Like or as signal a simile, and they do not appear here. That is not what makes it literal.
- D** **Literal, because it names real goods the colonists paid taxes on.**
Correct. Every word means exactly what it says. A figurative version might call the taxes a heavy chain.

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.*

“Every word means exactly what it says. A figurative version might call the taxes a heavy chain.”

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

ANSWER KEY: D is correct.

TEKS 5.10(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 metaphor, 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 “Spanish Rule in Early Texas”

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 Spanish Rule in Early Texas. 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 5.10(D) • Literary Devices • Sheet 9 of 36 • Cluster 2 •
Module M1 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what 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 metaphor, and sound devices achieves specific purposes"

Notice the idiom.

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

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

I CAN I can notice idiom in our reading.

Grade 5 • 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 on a mission. On a mission is an idiom meaning working hard toward a goal. The author plays with the word mission to make the point stick.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Choose the sentence.

Only one of these sentences shows idiom. Which one?

- A. Presidios were forts built by Spanish soldiers.
 B. Disease was another serious problem.
 C. In many ways, the missions were on a mission.

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

Grade 5 • 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: C. C uses the idiom on a mission, which means having a strong purpose. A and B are literal facts.

TEKS 5.10(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 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 metaphor, 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 presidios had to stand their ground when protecting nearby settlements."

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



Grade 5 • 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: Stand their ground is an idiom meaning to hold firm and not back down.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Explain the author's purpose.

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

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

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

Grade 5 • 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 an idiom with wordplay to sum up the missions' strong purpose in a memorable way.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Defend the author's choice.

How would the meaning change without the idiom?

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

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

Grade 5 • 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 on a mission adds. On a mission is an idiom meaning working hard toward a goal. The author plays with the word mission to make the point stick.

TEKS 5.10(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 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 presidios had to stand their ground when protecting nearby settlements.

TEKS 5.10(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 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 on a mission. On a mission is an idiom meaning working hard toward a goal. The author plays with the word mission to make the point stick.

CHOOSE

C. C uses the idiom on a mission, which means having a strong purpose. A and B are literal facts.

SHOW

Stand their ground is an idiom meaning to hold firm and not back down.

OWN

The author uses an idiom with wordplay to sum up the missions' strong purpose in a memorable way.

DEFEND

Without the idiom, the reader would lose what on a mission adds. On a mission is an idiom meaning working hard toward a goal. The author plays with the word mission to make the point stick.

YOUR TURN

Answers vary. One example: The presidios had to stand their ground when protecting nearby settlements.

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 5.10(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.

In many ways, the missions were on a mission.**What does the author mean by saying the missions "were on a mission"?**

- A** The missions had a strong purpose they worked hard to reach.
- B** The mission buildings were placed on top of a hill.
- C** The missionaries were traveling to a distant country.
- D** The missions were built very close to the presidios.

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. "on a mission" is an idiom meaning working toward a goal with determination.TEKS 5.10(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 **The missions had a strong purpose they worked hard to reach.**
Correct. "on a mission" is an idiom meaning working toward a goal with determination.

B **The mission buildings were placed on top of a hill.**
This is a literal reading of on. The phrase is an idiom about purpose.

C **The missionaries were traveling to a distant country.**
The sentence is not about a trip. It describes the missions' strong purpose.

D **The missions were built very close to the presidios.**
That fact appears elsewhere, but it is not what this idiom means.

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.*

““on a mission” is an idiom meaning working toward a goal with determination.”

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

ANSWER KEY: A is correct.

TEKS 5.10(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 metaphor, 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 “Spanish Rule in Early Texas”

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 Spanish Rule in Early Texas. 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 5.10(D) • Literary Devices • Sheet 10 of 36 • Cluster 2 •
Module M2 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what 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 metaphor, and sound devices achieves specific purposes"

Literal or figurative?

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

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

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

Grade 5 • 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 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: Figurative: forts cannot stand like people. The idiom means the presidios held firm and did not give up.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Choose the sentence.

Which sentence uses figurative language?

- A. Presidios were forts built by Spanish soldiers.
 B. The presidios had to stand their ground when protecting nearby settlements.
 C. The Spanish brought cattle, horses, sheep, and goats.

I CAN I can compare sentences and explain my choice.

Grade 5 • 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 compare sentences and explain my choice."

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

"Which sentence uses figurative language?"

▶ 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 stand their ground, which does not mean standing on the ground. A and C mean exactly what they say.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Show what the words tell you.

What exact information does this sentence give the reader?

"Presidios were forts built by Spanish soldiers."

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



Grade 5 • 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 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: Literal: this means exactly what it says about what presidios were.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Explain the author's purpose.

Why does the author use plain, literal words here?

"The Spanish brought cattle, horses, sheep, and goats."

I CAN I can explain why the author chose literal language.

Grade 5 • 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 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 mixes literal facts with one figurative phrase so the reader can feel how firmly the presidios had to defend the settlements.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Defend the author's choice.

How would a figurative version change what the reader understands?

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

I CAN I can defend why the author's literal language fits the text.

Grade 5 • 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 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: Figurative: forts cannot stand like people. The idiom means the presidios held firm and did not give up.

TEKS 5.10(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 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: Presidios were forts built by Spanish soldiers.

TEKS 5.10(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 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

Figurative: forts cannot stand like people. The idiom means the presidios held firm and did not give up.

CHOOSE

B. B uses the idiom stand their ground, which does not mean standing on the ground. A and C mean exactly what they say.

SHOW

Literal: this means exactly what it says about what presidios were.

OWN

The author mixes literal facts with one figurative phrase so the reader can feel how firmly the presidios had to defend the settlements.

DEFEND

Figurative: forts cannot stand like people. The idiom means the presidios held firm and did not give up.

YOUR TURN

Answers vary. Any literal sentence from the reading, such as: Presidios were forts built by Spanish soldiers.

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 5.10(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.

The presidios had to stand their ground when protecting nearby settlements.**Is the phrase "stand their ground" literal or figurative in this sentence?**

- A** Literal, because the presidios were built standing on the ground.
- B** Figurative, because it means the presidios refused to give up or retreat.
- C** Literal, because soldiers stood in one place all day long.
- D** Figurative, because it compares forts to animals using like.

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. Forts cannot stand like people. The idiom means holding firm against danger.TEKS 5.10(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** **Literal, because the presidios were built standing on the ground.**
Buildings do sit on the ground, but the phrase means refusing to back down.
- B** **Figurative, because it means the presidios refused to give up or retreat.**
Correct. Forts cannot stand like people. The idiom means holding firm against danger.
- C** **Literal, because soldiers stood in one place all day long.**
The sentence does not say soldiers stood still. The phrase is an idiom.
- D** **Figurative, because it compares forts to animals using like.**
No like or as appears. The phrase is an idiom, not a simile.

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.*

“Forts cannot stand like people. The idiom means holding firm against danger.”

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

ANSWER KEY: B is correct.

TEKS 5.10(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 metaphor, 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 “Spanish Rule in Early Texas”

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 Spanish Rule in Early Texas. 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 5.10(D) • Literary Devices • Sheet 11 of 36 • Cluster 2 •
Module M3 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what 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 metaphor, 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.

"Missions were used to spread religion and Spanish customs. Presidios were used to protect settlements and defend Spanish claims."

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

Grade 5 • 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 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 Missions were used to, Presidios were used to. The same phrase begins both sentences, so the reader can compare two different jobs side by side.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Choose the sentence.

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

- A. Disease was another serious problem.
- B. For Spain, missions and presidios were tools for control. For many Native Americans, they brought major changes and challenges.
- C. Ranching also became important.

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

Grade 5 • 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 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: B. B repeats For and contrasts two groups' points of view. A and C are single facts with no pattern.

TEKS 5.10(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 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 metaphor, 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?

"For Spain, missions and presidios were tools for control. For many Native Americans, they brought major changes and challenges."

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



Grade 5 • 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 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 For sets two groups' experiences against each other to show the same thing meant very different things.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Explain the author's purpose.

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

"Some groups farmed. Others hunted animals, gathered plants, fished, or moved from place to place to find food."

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

Grade 5 · 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 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 help the reader compare missions with presidios and Spain's view with Native Americans' view.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Defend the author's choice.

How would the meaning change without the repetition and contrast?

"Missions were used to spread religion and Spanish customs. Presidios were used to protect settlements and defend Spanish claims."

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

Grade 5 · 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 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 Missions were used to, Presidios were used to adds. The same phrase begins both sentences, so the reader can compare two different jobs side by side.

TEKS 5.10(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 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: Some groups farmed. Others hunted animals, gathered plants, fished, or moved from place to place to find food.

TEKS 5.10(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 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 Missions were used to, Presidios were used to. The same phrase begins both sentences, so the reader can compare two different jobs side by side.

CHOOSE

B. B repeats For and contrasts two groups' points of view. A and C are single facts with no pattern.

SHOW

The repeated For sets two groups' experiences against each other to show the same thing meant very different things.

OWN

The author uses repetition and contrast to help the reader compare missions with presidios and Spain's view with Native Americans' view.

DEFEND

Without the repetition and contrast, the reader would lose what Missions were used to, Presidios were used to adds. The same phrase begins both sentences, so the reader can compare two different jobs side by side.

YOUR TURN

Answers vary. One example: Some groups farmed. Others hunted animals, gathered plants, fished, or moved from place to place to find food.

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 5.10(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.

Missions were used to spread religion and Spanish customs. Presidios were used to protect settlements and defend Spanish claims.

How does the author use repetition and contrast in these two sentences?

- A** The author repeats Spanish to prove Spain won every battle in Texas.
- B** The author uses sound words so the reader can hear soldiers march.
- C** The repeated words "were used to" show two different jobs side by side.
- D** The author compares missions to presidios using the word like.

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 same phrase starts each sentence, so the reader can compare the two different purposes.

TEKS 5.10(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** **The author repeats Spanish to prove Spain won every battle in Texas.**
The sentences do not describe battles. They compare the jobs of missions and presidios.
- B** **The author uses sound words so the reader can hear soldiers march.**
There are no sound words. The pattern is a repeated phrase.
- C** **The repeated words "were used to" show two different jobs side by side.**
Correct. The same phrase starts each sentence, so the reader can compare the two different purposes.
- D** **The author compares missions to presidios using the word like.**
The word like does not appear. The comparison comes from the repeated structure.

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 same phrase starts each sentence, so the reader can compare the two different purposes.”

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

ANSWER KEY: C is correct.

TEKS 5.10(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 metaphor, 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 “Spanish Rule in Early Texas”

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 Spanish Rule in Early Texas. 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 5.10(D) • Literary Devices • Sheet 12 of 36 • Cluster 2 •
Module M4 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what 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 metaphor, and sound devices achieves specific purposes"

Notice the imagery.

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

"A soldier might have to travel across rough land, hot weather, rivers, or dry areas with little water."

I CAN I can notice imagery in our reading.

Grade 5 • 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 rough land, hot weather, dry areas. Rough, hot, and dry appeal to touch. They help the reader feel how hard and tiring the journey was.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Choose the sentence.

Only one of these sentences shows imagery. Which one?

- A. Soldiers had many responsibilities.
 B. Towns also grew near some missions and presidios.
 C. A soldier might have to travel across rough land, hot weather, rivers, or dry areas with little water.

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

Grade 5 • 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: C. C uses sensory words, rough, hot, and dry, that let the reader feel the trip. A and B give facts with no sensory details.

TEKS 5.10(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 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 metaphor, 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?

"Some places had rich soil and water. Other places were dry and difficult to farm."

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



Grade 5 • 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: Rich soil and dry land help the reader see and feel the difference between easy and hard places to farm.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Explain the author's purpose.

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

"Some areas had droughts, floods, storms, or extreme heat."

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

Grade 5 • 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 feel how harsh the Texas land was and understand why Spain struggled to control it.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Defend the author's choice.

How would the meaning change without the imagery?

"A soldier might have to travel across rough land, hot weather, rivers, or dry areas with little water."

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

Grade 5 • 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 rough land, hot weather, dry areas adds. Rough, hot, and dry appeal to touch. They help the reader feel how hard and tiring the journey was.

TEKS 5.10(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 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: Some areas had droughts, floods, storms, or extreme heat.

TEKS 5.10(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 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 land, hot weather, dry areas. Rough, hot, and dry appeal to touch. They help the reader feel how hard and tiring the journey was.

CHOOSE

C. C uses sensory words, rough, hot, and dry, that let the reader feel the trip. A and B give facts with no sensory details.

SHOW

Rich soil and dry land help the reader see and feel the difference between easy and hard places to farm.

OWN

The author uses imagery so the reader can feel how harsh the Texas land was and understand why Spain struggled to control it.

DEFEND

Without the imagery, the reader would lose what rough land, hot weather, dry areas adds. Rough, hot, and dry appeal to touch. They help the reader feel how hard and tiring the journey was.

YOUR TURN

Answers vary. One example: Some areas had droughts, floods, storms, or extreme heat.

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 5.10(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.

A soldier might have to travel across rough land, hot weather, rivers, or dry areas with little water.

Which words from the sentence help the reader feel what the soldiers' travel was like?

- A** soldier and travel, which name the person and the action
- B** rivers and areas, which tell how many places were visited
- C** might and little, which show the author is unsure
- D** rough, hot, and dry, which help the reader feel the hard trip

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. "rough land" and "hot weather" and "dry areas" let the reader feel a harsh, tiring journey.

TEKS 5.10(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

soldier and travel, which name the person and the action

These words name who and what, but they do not appeal to the senses.

B

rivers and areas, which tell how many places were visited

These words name places. They do not describe how anything felt.

C

might and little, which show the author is unsure

These words limit or soften the idea. They are not sensory details.

D

rough, hot, and dry, which help the reader feel the hard trip

Correct. "rough land" and "hot weather" and "dry areas" let the reader feel a harsh, tiring journey.

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.*

“"rough land" and "hot weather" and "dry areas" let the reader feel a harsh, tiring journey.”

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

ANSWER KEY: D is correct.

TEKS 5.10(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 metaphor, 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 “Our Rights, Our Voices”

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 Our Rights, Our Voices. 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 5.10(D) • Literary Devices • Sheet 13 of 36 • Cluster 3 •
Module M1 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what 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 metaphor, and sound devices achieves specific purposes"

Notice the metaphor.

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

"They help keep fairness shining bright."

I CAN I can notice metaphor in our reading.

Grade 5 • Cluster 3 • 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 fairness shining bright. The author treats fairness as a light that keeps shining. Rights keep fairness strong, the way fuel keeps a light bright.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Choose the sentence.

Only one of these sentences shows metaphor. Which one?

- A. The Third says soldiers cannot stay,
B. They help keep fairness shining bright.
C. The Tenth says powers not written down

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

Grade 5 • 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 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: B. B describes fairness as something shining, as if it were a light. A and C tell what amendments say, literally.

TEKS 5.10(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 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 metaphor, 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?

"They help keep fairness shining bright."

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



Grade 5 • 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 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: The author treats fairness as a light that keeps shining. Rights keep fairness strong, the way fuel keeps a light bright.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Explain the author's purpose.

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

"They help keep fairness shining bright."

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

Grade 5 • 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 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 the metaphor so the reader sees fairness as something bright and hopeful that people must work to keep glowing.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Defend the author's choice.

How would the meaning change without the metaphor?

"They help keep fairness shining bright."

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



Grade 5 • 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 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 fairness shining bright adds. The author treats fairness as a light that keeps shining. Rights keep fairness strong, the way fuel keeps a light bright.

TEKS 5.10(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 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: They help keep fairness shining bright.

TEKS 5.10(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 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 fairness shining bright. The author treats fairness as a light that keeps shining. Rights keep fairness strong, the way fuel keeps a light bright.

CHOOSE

B. B describes fairness as something shining, as if it were a light. A and C tell what amendments say, literally.

SHOW

The author treats fairness as a light that keeps shining. Rights keep fairness strong, the way fuel keeps a light bright.

OWN

The author uses the metaphor so the reader sees fairness as something bright and hopeful that people must work to keep glowing.

DEFEND

Without the metaphor, the reader would lose what fairness shining bright adds. The author treats fairness as a light that keeps shining. Rights keep fairness strong, the way fuel keeps a light bright.

YOUR TURN

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

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

⌚ ~4 min

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

“Let 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 5.10(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.

They help keep fairness shining bright.**What does the author mean by saying rights "help keep fairness shining bright"?**

- A** Rights keep fairness strong, the way a light stays bright.
- B** Rights are written in shiny gold ink on old paper.
- C** People turn on bright lamps when they study rights.
- D** The Bill of Rights is kept in a sunny building.

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 metaphor treats fairness as a light that rights keep glowing, so fairness stays strong.TEKS 5.10(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

Rights keep fairness strong, the way a light stays bright.

Correct. The metaphor treats fairness as a light that rights keep glowing, so fairness stays strong.

B

Rights are written in shiny gold ink on old paper.

Nothing shiny is literally described. The author treats fairness as a light.

C

People turn on bright lamps when they study rights.

No lamps are mentioned. The shining is a comparison, not a real light.

D

The Bill of Rights is kept in a sunny building.

The line is not about a building. It compares fairness to a 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.*

“The metaphor treats fairness as a light that rights keep glowing, so fairness stays strong.”

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

ANSWER KEY: A is correct.

TEKS 5.10(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 metaphor, 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 “Our Rights, Our Voices”

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 Our Rights, Our Voices. 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 5.10(D) • Literary Devices • Sheet 14 of 36 • Cluster 3 •
Module M2 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what 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 metaphor, and sound devices achieves specific purposes"

Notice the idiom.

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

"The First says you can speak your mind,"

I CAN I can notice idiom in our reading.

Grade 5 • Cluster 3 • 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 speak your mind. Speak your mind is an idiom meaning to say what you really think.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Choose the sentence.

Only one of these sentences shows idiom. Which one?

- A. The Seventh keeps your right to sue,
B. The Bill of Rights has stood the test,
C. In certain cases brought to court too.

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

Grade 5 • 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 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 stood the test, meaning it lasted over time. A and C state facts about courts.

TEKS 5.10(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 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 metaphor, 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 Bill of Rights has stood the test,"

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



Grade 5 • 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 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: Stood the test is an idiom meaning it has lasted and proved strong over a long time.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Explain the author's purpose.

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

"The First says you can speak your mind,"

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

Grade 5 • 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 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 familiar idioms so the reader can quickly understand what these rights mean in everyday life.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Defend the author's choice.

How would the meaning change without the idiom?

"The First says you can speak your mind,"

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

Grade 5 • 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 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 speak your mind adds. Speak your mind is an idiom meaning to say what you really think.

TEKS 5.10(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 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 Bill of Rights has stood the test,

TEKS 5.10(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 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 speak your mind. Speak your mind is an idiom meaning to say what you really think.

CHOOSE

B. B uses the idiom stood the test, meaning it lasted over time. A and C state facts about courts.

SHOW

Stood the test is an idiom meaning it has lasted and proved strong over a long time.

OWN

The author uses familiar idioms so the reader can quickly understand what these rights mean in everyday life.

DEFEND

Without the idiom, the reader would lose what speak your mind adds. Speak your mind is an idiom meaning to say what you really think.

YOUR TURN

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

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

⌚ ~4 min

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

“Let 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 5.10(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.

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

- A** to talk to yourself quietly inside your head
- B** to say what you really think and believe
- C** to give a speech about how the brain works
- D** to repeat only what the leaders tell you

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. "speak your mind" means sharing your honest thoughts, which the First Amendment protects.TEKS 5.10(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

to talk to yourself quietly inside your head

This is a literal guess. The idiom means sharing your true opinions out loud.

B

to say what you really think and believe

Correct. "speak your mind" means sharing your honest thoughts, which the First Amendment protects.

C

to give a speech about how the brain works

The line is about freedom of speech, not science.

D

to repeat only what the leaders tell you

Speaking your mind means sharing your own ideas, not repeating others.

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.*

““speak your mind” means sharing your honest thoughts, which the First Amendment protects.”

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

ANSWER KEY: B is correct.

TEKS 5.10(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 metaphor, 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 “Our Rights, Our Voices”

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 Our Rights, Our Voices. 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 5.10(D) • Literary Devices • Sheet 15 of 36 • Cluster 3 •
Module M3 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what 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 metaphor, and sound devices achieves specific purposes"

Literal or figurative?

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

"The Third says soldiers cannot stay,"

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

Grade 5 • 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 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 line means exactly what it says: soldiers may not live in your home. It is literal.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Choose the sentence.

Which line uses figurative language?

- A. The Third says soldiers cannot stay,
 B. They help keep fairness shining bright.
 C. The Eighth says punishments must be fair,

I CAN I can compare sentences and explain my choice.

Grade 5 • 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 compare sentences and explain my choice."

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

"Which line uses figurative language?"

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

ANSWER KEY: B. B is figurative: fairness cannot really shine. A and C state rights exactly as they are.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Show what the words tell you.

What exact information does this sentence give the reader?

"Inside your home in any way."

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



Grade 5 • 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 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: The words mean a real home, so the line is literal.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Explain the author's purpose.

Why does the author use plain, literal words here?

"The Sixth gives you a trial that's fair,"

I CAN I can explain why the author chose literal language.

Grade 5 • 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 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 state each right clearly so readers know exactly what the amendments protect.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Defend the author's choice.

How would a figurative version change what the reader understands?

"The Third says soldiers cannot stay,"

I CAN I can defend why the author's literal language fits the text.

Grade 5 • 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 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 line means exactly what it says: soldiers may not live in your home. It is literal.

TEKS 5.10(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 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: Inside your home in any way.

TEKS 5.10(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 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 line means exactly what it says: soldiers may not live in your home. It is literal.

CHOOSE

B. B is figurative: fairness cannot really shine. A and C state rights exactly as they are.

SHOW

The words mean a real home, so the line is literal.

OWN

The author uses literal language to state each right clearly so readers know exactly what the amendments protect.

DEFEND

This line means exactly what it says: soldiers may not live in your home. It is literal.

YOUR TURN

Answers vary. Any literal sentence from the reading, such as: Inside your home in any way.

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 5.10(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 Sixth gives you a trial that's fair,

Is this line literal or figurative?

- A** Figurative, because a trial is compared to a balance scale.
- B** Figurative, because the word Sixth is an exaggeration.
- C** Literal, because a person truly has the right to a fair trial.
- D** Literal, because it rhymes with the line after it.

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. The line means exactly what it says. A figurative version might call a trial a balance scale.

TEKS 5.10(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** **Figurative, because a trial is compared to a balance scale.**
No scale appears in the line. That comparison is not the author's.
- B** **Figurative, because the word Sixth is an exaggeration.**
Sixth simply names the amendment. Nothing is exaggerated.
- C** **Literal, because a person truly has the right to a fair trial.**
Correct. The line means exactly what it says. A figurative version might call a trial a balance scale.
- D** **Literal, because it rhymes with the line after it.**
Rhyme is a sound device. It does not decide whether words are literal.

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

⌚ ~4 min

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

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

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

“The line means exactly what it says. A figurative version might call a trial a balance scale.”

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

ANSWER KEY: C is correct.

TEKS 5.10(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)

“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 “Our Rights, Our Voices”

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 Our Rights, Our Voices. 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 5.10(E) • Literary Devices • Sheet 16 of 36 • Cluster 3 •
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.

"We should respect others in all we do."

I CAN I can notice point of view in our reading.

Grade 5 • 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 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 We, we. We shows the speaker is part of the group. This is first person point of view.

TEKS 5.10(E) • 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 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. They wanted rules that all could know,
B. The Tenth says powers not written down
C. We should respect others in all we do.

I CAN I can choose the sentence that shows point of view and explain why.

Grade 5 • 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 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: C. C uses we, so the speaker is part of the group: first person. A and B talk about others in third person.

TEKS 5.10(E) • 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 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?

"Helps us respect the rights of all."

I CAN I can explain what point of view does in the reading.



Grade 5 • 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 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: Us includes the speaker with the reader, which is first person.

TEKS 5.10(E) • 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 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?

"To protect the rights of me and you."

I CAN I can explain why the author chose to use point of view.

Grade 5 • 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 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 first person so the reader feels included, as if these rights and duties belong to all of us.

TEKS 5.10(E) • 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 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?

"We should respect others in all we do."

I CAN I can defend why the author's point of view matters to the meaning.

Grade 5 • 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 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 We, we adds. We shows the speaker is part of the group. This is first person point of view.

TEKS 5.10(E) • 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 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: To protect the rights of me and you.

TEKS 5.10(E) · 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 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 We, we. We shows the speaker is part of the group. This is first person point of view.

CHOOSE

C. C uses we, so the speaker is part of the group: first person. A and B talk about others in third person.

SHOW

Us includes the speaker with the reader, which is first person.

OWN

The author uses first person so the reader feels included, as if these rights and duties belong to all of us.

DEFEND

Without the point of view, the reader would lose what We, we adds. We shows the speaker is part of the group. This is first person point of view.

YOUR TURN

Answers vary. One example: To protect the rights of me and you.

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 5.10(E) · 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.

We should respect others in all we do.**Which point of view does the speaker use in this line?**

- A** third person, because it tells about the Founding Fathers
- B** second person, because it gives orders to the soldiers
- C** third person, because it uses the word others
- D** first person, because we includes the speaker with the reader

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. "We" includes the speaker, which is first person point of view.

TEKS 5.10(E) · 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** **third person, because it tells about the Founding Fathers**
The line does not name Founding Fathers. The word we shows first person.
- B** **second person, because it gives orders to the soldiers**
No soldiers are addressed. We shows the speaker is included.
- C** **third person, because it uses the word others**
Others names people, but we makes the speaker part of the group.
- D** **first person, because we includes the speaker with the reader**
Correct. "We" includes the speaker, which is first person point of view.

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.*

““We” includes the speaker, which is first person point of view.”

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

ANSWER KEY: D is correct.

TEKS 5.10(E) · 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 metaphor, 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 Garden That Wouldn’t 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 The Garden That Wouldn’t 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 4 Module M1 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 5.10(D) • Literary Devices • Sheet 17 of 36 • Cluster 4 •
Module M1 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what 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 metaphor, and sound devices achieves specific purposes"

Notice the imagery.

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

"When she stepped into the garden, her shoes sank slightly into the soft ground."

I CAN I can notice imagery in our reading.

Grade 5 • Cluster 4 • 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 sank slightly, soft ground. Sank and soft let the reader feel how wet the ground was.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Choose the sentence.

Only one of these sentences shows imagery. Which one?

- A. Kendrix listened carefully.
 B. She realized she had skipped that important step.
 C. The soil became overly wet and muddy, and many of the leaves started to turn yellow.

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

Grade 5 • 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 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 sight and touch words, wet, muddy, yellow. A and B tell what Kendrix did or thought with no sensory details.

TEKS 5.10(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 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 metaphor, 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 soil became overly wet and muddy, and many of the leaves started to turn yellow."

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



Grade 5 • 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 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 mud and the yellow leaves and understand that the plants are sick.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Explain the author's purpose.

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

"The tomato plants stretched upward, and the herbs began giving off a fresh scent whenever the wind blew across the garden."

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



Grade 5 • 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 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 and feel what overwatering did, which sets up the lesson about gathering evidence.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Defend the author's choice.

How would the meaning change without the imagery?

"When she stepped into the garden, her shoes sank slightly into the soft ground."

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



Grade 5 • 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 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 sank slightly, soft ground adds. Sank and soft let the reader feel how wet the ground was.

TEKS 5.10(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 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 tomato plants stretched upward, and the herbs began giving off a fresh scent whenever the wind blew across the garden.

TEKS 5.10(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 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 sank slightly, soft ground. Sank and soft let the reader feel how wet the ground was.

CHOOSE

C. C uses sight and touch words, wet, muddy, yellow. A and B tell what Kendrix did or thought with no sensory details.

SHOW

The reader can see the mud and the yellow leaves and understand that the plants are sick.

OWN

The author uses imagery so the reader can see and feel what overwatering did, which sets up the lesson about gathering evidence.

DEFEND

Without the imagery, the reader would lose what sank slightly, soft ground adds. Sank and soft let the reader feel how wet the ground was.

YOUR TURN

Answers vary. One example: The tomato plants stretched upward, and the herbs began giving off a fresh scent whenever the wind blew across the garden.

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

⌚ ~4 min

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

“Let 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 5.10(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.

When she stepped into the garden, her shoes sank slightly into the soft ground. The muddy soil stuck to her boots as she walked from one row to another.

How does the author's imagery help the reader understand the garden after Kendrix overwatered it?

- A It lets the reader feel how wet and soggy the soil had become.
- B It shows that Kendrix wore the wrong shoes to the garden.
- C It explains why the tomato plants grew tall and healthy.
- D It tells the reader the order in which the rows were planted.

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 A. "sank slightly into the soft ground" and "muddy soil stuck to her boots" appeal to touch and sight.

TEKS 5.10(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

It lets the reader feel how wet and soggy the soil had become.

Correct. "sank slightly into the soft ground" and "muddy soil stuck to her boots" appeal to touch and sight.

B

It shows that Kendrix wore the wrong shoes to the garden.

Her shoes are only a detail. The imagery shows how soaked the ground was.

C

It explains why the tomato plants grew tall and healthy.

The plants were struggling. The imagery shows the soil was too wet.

D

It tells the reader the order in which the rows were planted.

The sentences describe the mud, not the planting order.

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.*

““sank slightly into the soft ground” and “muddy soil stuck to her boots” appeal to touch and sight.”

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

ANSWER KEY: A is correct.

TEKS 5.10(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 metaphor, 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 Garden That Wouldn’t 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 The Garden That Wouldn’t 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 4 Module M2 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 5.10(D) • Literary Devices • Sheet 18 of 36 • Cluster 4 •
Module M2 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what 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 metaphor, and sound devices achieves specific purposes"

Literal or figurative?

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

"The garden had recovered, but Kendrix had grown, too, becoming a more careful thinker each time she stepped into the rows of plants."

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

Grade 5 • 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: Figurative: Kendrix did not grow taller. Grown means she became wiser and more careful.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Choose the sentence.

Which sentence uses a word figuratively?

- A. The garden had recovered, but Kendrix had grown, too, becoming a more careful thinker each time she stepped into the rows of plants.
- B. Each afternoon, Kendrix wrote short notes in a small gardening notebook.
- C. Finally, she dug a small hole beside one of the tomato plants.

I CAN I can compare sentences and explain my choice.

Grade 5 • 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.

"Which sentence uses a word figuratively?"

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

ANSWER KEY: A. A uses grown figuratively to show Kendrix became a better thinker. B and C tell real actions literally.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Show what the words tell you.

What exact information does this sentence give the reader?

"Each afternoon, Kendrix wrote short notes in a small gardening notebook."

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



Grade 5 • 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: Literal: she really wrote notes. The words mean exactly what they say.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Explain the author's purpose.

Why does the author use plain, literal words here?

"Finally, she dug a small hole beside one of the tomato plants."

I CAN I can explain why the author chose literal language.

Grade 5 • 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 the literal growth of the plants to set up a figurative meaning, showing that Kendrix grew as a thinker too.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Defend the author's choice.

How would a figurative version change what the reader understands?

"The garden had recovered, but Kendrix had grown, too, becoming a more careful thinker each time she stepped into the rows of plants."

I CAN I can defend why the author's literal language fits the text.

Grade 5 • 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: Figurative: Kendrix did not grow taller. Grown means she became wiser and more careful.

TEKS 5.10(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 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: Each afternoon, Kendrix wrote short notes in a small gardening notebook.

TEKS 5.10(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 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

Figurative: Kendrix did not grow taller. Grown means she became wiser and more careful.

CHOOSE

A. A uses grown figuratively to show Kendrix became a better thinker. B and C tell real actions literally.

SHOW

Literal: she really wrote notes. The words mean exactly what they say.

OWN

The author uses the literal growth of the plants to set up a figurative meaning, showing that Kendrix grew as a thinker too.

DEFEND

Figurative: Kendrix did not grow taller. Grown means she became wiser and more careful.

YOUR TURN

Answers vary. Any literal sentence from the reading, such as: Each afternoon, Kendrix wrote short notes in a small gardening notebook.

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 5.10(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.

The garden had recovered, but Kendrix had grown, too, becoming a more careful thinker each time she stepped into the rows of plants.

Is the word "grown" used literally or figuratively in this sentence?

- A Literally, because Kendrix became taller over the summer.
- B Figuratively, because Kendrix grew as a thinker, not in height.
- C Literally, because the plants in the rows grew taller.
- D Figuratively, because it compares Kendrix to a tomato.

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. Plants grow literally, but "had grown" here means Kendrix became wiser and more careful.

TEKS 5.10(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

Literally, because Kendrix became taller over the summer.

The sentence says she became a careful thinker. It is not about her height.

B

Figuratively, because Kendrix grew as a thinker, not in height.

Correct. Plants grow literally, but "had grown" here means Kendrix became wiser and more careful.

C

Literally, because the plants in the rows grew taller.

The plants did grow, but the word grown describes Kendrix here.

D

Figuratively, because it compares Kendrix to a tomato.

No direct comparison to a tomato is made. Grown shows her change in thinking.

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.*

“Plants grow literally, but "had grown" here means Kendrix became wiser and more careful.”

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

ANSWER KEY: B is correct.

TEKS 5.10(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 metaphor, 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 Garden That Wouldn’t Grow”

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 Garden That Wouldn’t 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 4 Module M3 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 5.10(D) • Literary Devices • Sheet 19 of 36 • Cluster 4 •
Module M3 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what 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 metaphor, and sound devices achieves specific purposes"

Notice the contrast.

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

"The healthiest plants were not always the ones that received the most water. Instead, they were the ones growing in soil that stayed moist but not soaked."

I CAN I can notice contrast in our reading.

Grade 5 • 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 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 the most water, moist but not soaked. The author contrasts the most water with just enough water to show that balance matters.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Choose the sentence.

Only one of these sentences shows contrast. Which one?

- A. Kendrix listened carefully.
B. Instead of improving, the garden's condition worsened.
C. Harvest season soon arrived.

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

Grade 5 • 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 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 improving against worsening, a pointed contrast. A and C are plain statements.

TEKS 5.10(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 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 metaphor, 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?

"Instead of improving, the garden's condition worsened."

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



Grade 5 • 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 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 author sets what Kendrix expected against what really happened.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Explain the author's purpose.

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

"Sometimes the surface looked dry, but the soil underneath still felt damp."

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

Grade 5 • 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 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 that Kendrix's first idea was wrong and that evidence must guide decisions.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Defend the author's choice.

How would the meaning change without the contrast?

"The healthiest plants were not always the ones that received the most water. Instead, they were the ones growing in soil that stayed moist but not soaked."

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



Grade 5 • 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 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 the most water, moist but not soaked adds. The author contrasts the most water with just enough water to show that balance matters.

TEKS 5.10(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 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: Sometimes the surface looked dry, but the soil underneath still felt damp.

TEKS 5.10(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 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 the most water, moist but not soaked. The author contrasts the most water with just enough water to show that balance matters.

CHOOSE

B. B sets improving against worsening, a pointed contrast. A and C are plain statements.

SHOW

The author sets what Kendrix expected against what really happened.

OWN

The author uses contrast to show that Kendrix's first idea was wrong and that evidence must guide decisions.

DEFEND

Without the contrast, the reader would lose what the most water, moist but not soaked adds. The author contrasts the most water with just enough water to show that balance matters.

YOUR TURN

Answers vary. One example: Sometimes the surface looked dry, but the soil underneath still felt damp.

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 5.10(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.

The healthiest plants were not always the ones that received the most water. Instead, they were the ones growing in soil that stayed moist but not soaked.

What idea does the author make clear by using contrast in this excerpt?

- A Plants that get the most water always grow the healthiest.
- B Moist soil and soaked soil are exactly the same thing.
- C The right amount of water matters more than the most water.
- D Kendrix should stop watering the garden forever.

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 C. "the most water" is set against soil that "stayed moist but not soaked" to show balance matters.

TEKS 5.10(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

Plants that get the most water always grow the healthiest.

This is the opposite of the excerpt, which says "not always."

B

Moist soil and soaked soil are exactly the same thing.

The author contrasts them with "but not soaked" to show they differ.

C

The right amount of water matters more than the most water.

Correct. "the most water" is set against soil that "stayed moist but not soaked" to show balance matters.

D

Kendrix should stop watering the garden forever.

The excerpt does not say to stop watering. It says to avoid too much.

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 most water" is set against soil that "stayed moist but not soaked" to show balance matters.”

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

ANSWER KEY: C is correct.

TEKS 5.10(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 metaphor, 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 Garden That Wouldn’t 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 The Garden That Wouldn’t 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 4 Module M4 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 5.10(D) • Literary Devices • Sheet 20 of 36 • Cluster 4 •
Module M4 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what 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 metaphor, and sound devices achieves specific purposes"

Notice the imagery.

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

"As the weeks passed, the tomato plants grew taller and began producing clusters of green tomatoes that slowly ripened into bright red fruit."

I CAN I can notice imagery in our reading.

Grade 5 • 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 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 green tomatoes, bright red fruit. The colors let the reader see the tomatoes change from green to bright red as they ripen.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Choose the sentence.

Only one of these sentences shows imagery. Which one?

- A. Harvest season soon arrived.
 B. She noticed the healthy green leaves, the firm stems, and the rich brown soil that now held just the right amount of moisture.
 C. Kendrix thought for a moment before answering.

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

Grade 5 • 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 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 is full of sight and touch words: green, firm, rich brown. A and C give no sensory details.

TEKS 5.10(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 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 metaphor, 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?

"She noticed the healthy green leaves, the firm stems, and the rich brown soil that now held just the right amount of moisture."

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



Grade 5 • 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 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: Color and touch words let the reader see and feel that the garden is healthy again.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Explain the author's purpose.

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

"The pepper plants developed shiny peppers in several colors, and the herbs spread across their rows with thick, healthy leaves."

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

Grade 5 • 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 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 garden recover, which rewards Kendrix's careful thinking.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Defend the author's choice.

How would the meaning change without the imagery?

"As the weeks passed, the tomato plants grew taller and began producing clusters of green tomatoes that slowly ripened into bright red fruit."

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

Grade 5 • 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 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 green tomatoes, bright red fruit adds. The colors let the reader see the tomatoes change from green to bright red as they ripen.

TEKS 5.10(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 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 pepper plants developed shiny peppers in several colors, and the herbs spread across their rows with thick, healthy leaves.

TEKS 5.10(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 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 *green tomatoes*, *bright red fruit*. The colors let the reader see the tomatoes change from *green* to *bright red* as they ripen.

CHOOSE

B. B is full of sight and touch words: *green*, *firm*, *rich brown*. A and C give no sensory details.

SHOW

Color and touch words let the reader see and feel that the garden is healthy again.

OWN

The author uses imagery so the reader can see the garden recover, which rewards Kendrix's careful thinking.

DEFEND

Without the imagery, the reader would lose what *green tomatoes*, *bright red fruit* adds. The colors let the reader see the tomatoes change from *green* to *bright red* as they ripen.

YOUR TURN

Answers vary. One example: The pepper plants developed shiny peppers in several colors, and the herbs spread across their rows with thick, healthy leaves.

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 5.10(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.

As the weeks passed, the tomato plants grew taller and began producing clusters of green tomatoes that slowly ripened into bright red fruit.

Which words from the sentence help the reader picture the tomatoes changing?

- A** As the weeks passed, which tells how much time went by
- B** tomato plants, which names the kind of plant in the garden
- C** began producing, which explains that the plants were busy
- D** green tomatoes and bright red fruit, which show a color change

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. "green tomatoes" and "bright red fruit" let the reader see the color change as the fruit ripens.

TEKS 5.10(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 As the weeks passed, which tells how much time went by**
This phrase shows time, but it gives no sensory picture.
- B tomato plants, which names the kind of plant in the garden**
This names the plant. It does not help the reader see the change.
- C began producing, which explains that the plants were busy**
This phrase tells an action but gives no color or sensory detail.
- D green tomatoes and bright red fruit, which show a color change**
Correct. "green tomatoes" and "bright red fruit" let the reader see the color change as the fruit ripens.

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.*

“"green tomatoes" and "bright red fruit" let the reader see the color change as the fruit ripens.”

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

ANSWER KEY: D is correct.

TEKS 5.10(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 metaphor, 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 “A Difficult Compromise”

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 A Difficult Compromise. 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 5.10(D) • Literary Devices • Sheet 21 of 36 • Cluster 5 •
Module M1 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what 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 metaphor, and sound devices achieves specific purposes"

Notice the idiom.

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

"Voices were raised, and some delegates worried the meeting might fall apart."

I CAN I can notice idiom in our reading.

Grade 5 • Cluster 5 • 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 fall apart. Fall apart is an idiom meaning to fail or break down. The meeting would not really crumble.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Choose the sentence.

Only one of these sentences shows idiom. Which one?

- A. Congress would have two parts.
 B. Northern states pushed back.
 C. The war lasted four years and caused enormous loss of life.

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

Grade 5 • 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 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 pushed back, meaning argued against. A and C are literal facts.

TEKS 5.10(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 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 metaphor, 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?

"Northern states pushed back."

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



Grade 5 • 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 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: Pushed back is an idiom meaning they argued against the idea. No one was really pushed.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Explain the author's purpose.

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

"The delegates in Philadelphia were trying to hold the states together, but their solution came at a heavy cost."

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

Grade 5 • 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 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 tense the debate was and how serious its harm was, in words readers already know.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Defend the author's choice.

How would the meaning change without the idiom?

"Voices were raised, and some delegates worried the meeting might fall apart."

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

Grade 5 • 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 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 fall apart adds. Fall apart is an idiom meaning to fail or break down. The meeting would not really crumble.

TEKS 5.10(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 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 delegates in Philadelphia were trying to hold the states together, but their solution came at a heavy cost.

TEKS 5.10(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 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 fall apart. Fall apart is an idiom meaning to fail or break down. The meeting would not really crumble.

CHOOSE

B. B uses the idiom pushed back, meaning argued against. A and C are literal facts.

SHOW

Pushed back is an idiom meaning they argued against the idea. No one was really pushed.

OWN

The author uses idioms to show how tense the debate was and how serious its harm was, in words readers already know.

DEFEND

Without the idiom, the reader would lose what fall apart adds. Fall apart is an idiom meaning to fail or break down. The meeting would not really crumble.

YOUR TURN

Answers vary. One example: The delegates in Philadelphia were trying to hold the states together, but their solution came at a heavy cost.

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

⌚ ~4 min

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

“Let 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 5.10(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.

The debate went on for days. Voices were raised, and some delegates worried the meeting might fall apart.

What does the author mean by saying the meeting "might fall apart"?

- A The delegates might fail to agree and the meeting might end.
- B The building in Philadelphia was old and might collapse.
- C The delegates were so tired they might fall asleep.
- D The chairs in the meeting room might break into parts.

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. "fall apart" is an idiom meaning to break down or fail, not to crumble into pieces.

TEKS 5.10(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

The delegates might fail to agree and the meeting might end.

Correct. "fall apart" is an idiom meaning to break down or fail, not to crumble into pieces.

B

The building in Philadelphia was old and might collapse.

This is the literal meaning. The idiom is about the meeting failing.

C

The delegates were so tired they might fall asleep.

Nothing says they were sleepy. The idiom means the meeting could fail.

D

The chairs in the meeting room might break into parts.

No broken chairs are mentioned. The words are an idiom.

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.*

““fall apart” is an idiom meaning to break down or fail, not to crumble into pieces.”

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

ANSWER KEY: A is correct.

TEKS 5.10(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 metaphor, 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 “A Difficult Compromise”

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 A Difficult Compromise. 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 5.10(D) • Literary Devices • Sheet 22 of 36 • Cluster 5 •
Module M2 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what 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 metaphor, and sound devices achieves specific purposes"

Notice the repetition.

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

"They could not vote for representatives. They could not run for office or speak in Congress."

I CAN I can notice repetition in our reading.

Grade 5 • 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 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 They could not, They could not. Repeating They could not piles up the rights that enslaved people were denied.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Choose the sentence.

Only one of these sentences shows repetition. Which one?

- A. Congress would have two parts.
 B. The Civil War began soon afterward.
 C. They could not choose where to live, where to work, or whether their children would remain with them.

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

Grade 5 • 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 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 where to list lost choices. A and B are single facts with no repetition.

TEKS 5.10(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 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 metaphor, 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?

"When leaders compromise, whose interests are protected? Who is asked to give something up? Who is left out of the discussion?"

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



Grade 5 • 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 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: The repeated Who questions push the reader to think about everyone a decision affects.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Explain the author's purpose.

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

"They could not choose where to live, where to work, or whether their children would remain with them."

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

Grade 5 • 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 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 make the unfairness of the compromise impossible for the reader to miss.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Defend the author's choice.

How would the meaning change without the repetition?

"They could not vote for representatives. They could not run for office or speak in Congress."

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

Grade 5 • 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 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 They could not, They could not adds. Repeating They could not piles up the rights that enslaved people were denied.

TEKS 5.10(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 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: They could not choose where to live, where to work, or whether their children would remain with them.

TEKS 5.10(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 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 They could not, They could not. Repeating They could not piles up the rights that enslaved people were denied.

CHOOSE

C. C repeats where to list lost choices. A and B are single facts with no repetition.

SHOW

The repeated Who questions push the reader to think about everyone a decision affects.

OWN

The author uses repetition to make the unfairness of the compromise impossible for the reader to miss.

DEFEND

Without the repetition, the reader would lose what They could not, They could not adds. Repeating They could not piles up the rights that enslaved people were denied.

YOUR TURN

Answers vary. One example: They could not choose where to live, where to work, or whether their children would remain with them.

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 5.10(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.

However, enslaved people gained no power from the agreement. They could not vote for representatives. They could not run for office or speak in Congress.

Why does the author repeat the words "They could not" in this excerpt?

- A to show that enslaved people chose not to take part in voting
- B to stress how completely enslaved people were shut out of power
- C to describe what the Congress building looked like inside
- D to compare enslaved people to members of Congress using like

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. Repeating "They could not" piles up the rights that were denied, making the unfairness clear.

TEKS 5.10(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

to show that enslaved people chose not to take part in voting

They had no choice. The repetition shows rights were denied to them.

B

to stress how completely enslaved people were shut out of power

Correct. Repeating "They could not" piles up the rights that were denied, making the unfairness clear.

C

to describe what the Congress building looked like inside

No details describe a building. The repeated words stress lost rights.

D

to compare enslaved people to members of Congress using like

There is no simile here. The author uses repetition for emphasis.

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.*

“Repeating "They could not" piles up the rights that were denied, making the unfairness clear.”

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

ANSWER KEY: B is correct.

TEKS 5.10(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 metaphor, 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 “A Difficult Compromise”

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 A Difficult Compromise. 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 5.10(D) • Literary Devices • Sheet 23 of 36 • Cluster 5 •
Module M3 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what 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 metaphor, and sound devices achieves specific purposes"

Notice the contrast.

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

"The earlier compromises had not removed the disagreement. They had only postponed it."

I CAN I can notice contrast in our reading.

Grade 5 • 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 had not removed, had only postponed. The author contrasts ending a problem with only delaying it.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Choose the sentence.

Only one of these sentences shows contrast. Which one?

- A. The delegates solved an immediate political problem, but they left millions of people without freedom or representation.
 B. Congress would have two parts.
 C. The Civil War began soon afterward.

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

Grade 5 • 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: A. A sets solving a problem against leaving people without freedom. B and C are plain facts.

TEKS 5.10(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 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 metaphor, 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?

"Southern leaders often treated enslaved people as property when discussing laws and business. However, those same leaders wanted to count enslaved people as members of the population when representation was discussed."

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

Grade 5 • 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 author contrasts two ways the same leaders treated enslaved people to show the contradiction.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Explain the author's purpose.

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

"The delegates solved an immediate political problem, but they left millions of people without freedom or representation."

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

Grade 5 • 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 that the compromise looked like a solution but actually left the real problem unsolved.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Defend the author's choice.

How would the meaning change without the contrast?

"The earlier compromises had not removed the disagreement. They had only postponed it."

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

Grade 5 • 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 had not removed, had only postponed adds. The author contrasts ending a problem with only delaying it.

TEKS 5.10(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 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: The delegates solved an immediate political problem, but they left millions of people without freedom or representation.

TEKS 5.10(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 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 had not removed, had only postponed. The author contrasts ending a problem with only delaying it.

CHOOSE

A. A sets solving a problem against leaving people without freedom. B and C are plain facts.

SHOW

The author contrasts two ways the same leaders treated enslaved people to show the contradiction.

OWN

The author uses contrast to show that the compromise looked like a solution but actually left the real problem unsolved.

DEFEND

Without the contrast, the reader would lose what had not removed, had only postponed adds. The author contrasts ending a problem with only delaying it.

YOUR TURN

Answers vary. One example: The delegates solved an immediate political problem, but they left millions of people without freedom or representation.

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 5.10(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.

The earlier compromises had not removed the disagreement. They had only postponed it.

How does the author use contrast in these two sentences?

- A It shows that the compromises solved the disagreement for good.
- B It lists the order in which the compromises were written.
- C It sets "removed" against "postponed" to show the problem was only delayed.
- D It describes the sounds of the delegates arguing in the hall.

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. The disagreement did not end. It was only pushed to a later time.

TEKS 5.10(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** It shows that the compromises solved the disagreement for good.
This is the opposite. "had not removed" means the problem stayed.
- B** It lists the order in which the compromises were written.
No order is given. The sentences contrast two results.
- C** It sets "removed" against "postponed" to show the problem was only delayed.
Correct. The disagreement did not end. It was only pushed to a later time.
- D** It describes the sounds of the delegates arguing in the hall.
There are no sound words. The author contrasts two 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 C. The most important part is understanding why.”

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

“The disagreement did not end. It was only pushed to a later time.”

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

ANSWER KEY: C is correct.

TEKS 5.10(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 metaphor, 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 “A Difficult Compromise”

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 A Difficult Compromise. 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 5.10(D) • Literary Devices • Sheet 24 of 36 • Cluster 5 •
Module M4 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what 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 metaphor, and sound devices achieves specific purposes"

Literal or figurative?

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

"The rule was a mathematical formula used for representation and certain taxes."

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

Grade 5 • 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 tells exactly what the rule was. It is literal.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Choose the sentence.

Which sentence uses figurative language?

- A. Congress would have two parts.
 B. Voices were raised, and some delegates worried the meeting might fall apart.
 C. The Civil War began soon afterward.

I CAN I can compare sentences and explain my choice.

Grade 5 • 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.

"Which sentence uses figurative language?"

▶ 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 fall apart, which is figurative. A and C state facts literally.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Show what the words tell you.

What exact information does this sentence give the reader?

"It did not mean that a person could truly be divided into parts."

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



Grade 5 • 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: The author states plainly what the rule did not mean. The words are literal.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Explain the author's purpose.

Why does the author use plain, literal words here?

"In 1861, several Southern states left the Union after Abraham Lincoln was elected president."

I CAN I can explain why the author chose literal language.

Grade 5 • 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 explain the rule exactly, so readers understand a hard topic without confusion.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Defend the author's choice.

How would a figurative version change what the reader understands?

"The rule was a mathematical formula used for representation and certain taxes."

I CAN I can defend why the author's literal language fits the text.

Grade 5 • 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 tells exactly what the rule was. It is literal.

TEKS 5.10(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 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: It did not mean that a person could truly be divided into parts.

TEKS 5.10(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 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 tells exactly what the rule was. It is literal.

CHOOSE

B. B uses the idiom fall apart, which is figurative. A and C state facts literally.

SHOW

The author states plainly what the rule did not mean. The words are literal.

OWN

The author uses literal language to explain the rule exactly, so readers understand a hard topic without confusion.

DEFEND

This tells exactly what the rule was. It is literal.

YOUR TURN

Answers vary. Any literal sentence from the reading, such as: It did not mean that a person could truly be divided into parts.

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 5.10(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.

The rule was a mathematical formula used for representation and certain taxes.

Is this sentence literal or figurative?

- A** Figurative, because the rule is compared to a scale.
- B** Figurative, because the formula acts like a person.
- C** Literal, because it uses the word like to compare.
- D** Literal, because it states exactly what the rule was used for.

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 D. The words mean just what they say. A figurative version might call the rule a scale tipped south.

TEKS 5.10(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

Figurative, because the rule is compared to a scale.

No scale appears in the sentence. That comparison is not the author's.

B

Figurative, because the formula acts like a person.

The formula does nothing human here. The sentence states a fact.

C

Literal, because it uses the word like to compare.

The word like is not in the sentence. Literal means the words say exactly what they mean.

D

Literal, because it states exactly what the rule was used for.

Correct. The words mean just what they say. A figurative version might call the rule a scale tipped south.

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. A figurative version might call the rule a scale tipped south.”

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

ANSWER KEY: D is correct.

TEKS 5.10(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 metaphor, 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 “A Voice in the Community”

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 A Voice in the Community. 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 5.10(D) • Literary Devices • Sheet 25 of 36 • Cluster 6 •
Module M1 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what 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 metaphor, and sound devices achieves specific purposes"

Notice the idiom.

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

"By voting or speaking up, people can have a say in those decisions."

I CAN I can notice idiom in our reading.

Grade 5 • 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 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 have a say. Have a say is an idiom meaning to have a voice that counts in a decision.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Choose the sentence.

Only one of these sentences shows idiom. Which one?

- A. Voting is one of the best-known forms of civic participation.
 B. Reliable information is also important.
 C. By voting or speaking up, people can have a say in those decisions.

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

Grade 5 • 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 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: C. C uses the idioms speaking up and have a say. A and B are literal statements.

TEKS 5.10(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 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 metaphor, 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?

"By voting or speaking up, people can have a say in those decisions."

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



Grade 5 • 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 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: Speaking up is an idiom meaning to share your opinion openly, not to talk louder.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Explain the author's purpose.

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

"By voting or speaking up, people can have a say in those decisions."

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

Grade 5 • 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 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 everyday idioms so students understand that civic participation is something they can do too.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Defend the author's choice.

How would the meaning change without the idiom?

"By voting or speaking up, people can have a say in those decisions."

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

Grade 5 • 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 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 have a say adds. Have a say is an idiom meaning to have a voice that counts in a decision.

TEKS 5.10(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 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 voting or speaking up, people can have a say in those decisions.

TEKS 5.10(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 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 have a say. Have a say is an idiom meaning to have a voice that counts in a decision.

CHOOSE

C. C uses the idioms speaking up and have a say. A and B are literal statements.

SHOW

Speaking up is an idiom meaning to share your opinion openly, not to talk louder.

OWN

The author uses everyday idioms so students understand that civic participation is something they can do too.

DEFEND

Without the idiom, the reader would lose what have a say adds. Have a say is an idiom meaning to have a voice that counts in a decision.

YOUR TURN

Answers vary. One example: By voting or speaking up, people can have a say in those decisions.

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

⌚ ~4 min

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

“Let 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 5.10(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.

By voting or speaking up, people can have a say in those decisions.**What does the idiom "have a say" mean in this sentence?**

- A** to have a chance to share an opinion that counts
- B** to say one word out loud at a public meeting
- C** to read a speech written by a city leader
- D** to agree with every decision leaders make

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. "have a say" means having a voice in a decision, not literally saying one word.TEKS 5.10(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 **to have a chance to share an opinion that counts**
Correct. "have a say" means having a voice in a decision, not literally saying one word.

B **to say one word out loud at a public meeting**
This is the literal meaning. The idiom means having influence.

C **to read a speech written by a city leader**
No speech is read. The idiom is about sharing your own opinion.

D **to agree with every decision leaders make**
Having a say means sharing your view, which may disagree with leaders.

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.*

““have a say” means having a voice in a decision, not literally saying one word.”

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

ANSWER KEY: A is correct.

TEKS 5.10(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 metaphor, 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 “A Voice in the Community”

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 A Voice in the Community. 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 5.10(D) • Literary Devices • Sheet 26 of 36 • Cluster 6 •
Module M2 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what 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 metaphor, and sound devices achieves specific purposes"

Notice the repetition.

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

"A proposed law may not pass. A candidate may lose an election. A community may choose a different plan."

I CAN I can notice repetition in our reading.

Grade 5 • 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 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 may not pass, may lose, may choose. Repeating may lists several ways that effort might not turn out as hoped.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Choose the sentence.

Only one of these sentences shows repetition. Which one?

- A. Reliable information is also important.
 B. A proposed law may not pass. A candidate may lose an election. A community may choose a different plan.
 C. Listening is another important part of civic life.

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

Grade 5 • 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 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: B. B repeats may in three short sentences. A and C have no repeated pattern.

TEKS 5.10(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 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 metaphor, 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?

"A problem may not be solved after one meeting, one vote, or one letter."

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



Grade 5 • 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 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 one stresses that change usually takes more than a single try.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Explain the author's purpose.

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

"Some residents might want a sports field. Others might prefer a library, garden, or place for local businesses."

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

Grade 5 • 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."

▶ 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 prepare the reader for the point that effort still matters even when it does not win.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Defend the author's choice.

How would the meaning change without the repetition?

"A proposed law may not pass. A candidate may lose an election. A community may choose a different plan."

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

Grade 5 • 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 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 may not pass, may lose, may choose adds. Repeating may lists several ways that effort might not turn out as hoped.

TEKS 5.10(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 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: Some residents might want a sports field. Others might prefer a library, garden, or place for local businesses.

TEKS 5.10(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 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 may not pass, may lose, may choose. Repeating may lists several ways that effort might not turn out as hoped.

CHOOSE

B. B repeats may in three short sentences. A and C have no repeated pattern.

SHOW

Repeating one stresses that change usually takes more than a single try.

OWN

The author uses repetition to prepare the reader for the point that effort still matters even when it does not win.

DEFEND

Without the repetition, the reader would lose what may not pass, may lose, may choose adds. Repeating may lists several ways that effort might not turn out as hoped.

YOUR TURN

Answers vary. One example: Some residents might want a sports field. Others might prefer a library, garden, or place for local businesses.

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 5.10(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.

A proposed law may not pass. A candidate may lose an election. A community may choose a different plan.

Why does the author repeat the word "may" in this excerpt?

- A** to prove that every law and candidate always fails
- B** to show several ways effort might not bring the hoped result
- C** to describe the sights and sounds of election day
- D** to compare a law to a candidate using the word as

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. Repeating "may" lists possible letdowns and sets up the point that effort still has value.

TEKS 5.10(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

to prove that every law and candidate always fails

"may" means something could happen, not that it always does.

B

to show several ways effort might not bring the hoped result

Correct. Repeating "may" lists possible letdowns and sets up the point that effort still has value.

C

to describe the sights and sounds of election day

There are no sensory words. The pattern is repetition.

D

to compare a law to a candidate using the word as

No simile appears. The author repeats a word for emphasis.

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.*

“Repeating "may" lists possible letdowns and sets up the point that effort still has value.”

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

ANSWER KEY: B is correct.

TEKS 5.10(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 metaphor, 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 “A Voice in the Community”

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 A Voice in the Community. 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 5.10(D) • Literary Devices • Sheet 27 of 36 • Cluster 6 •
Module M3 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what 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 metaphor, and sound devices achieves specific purposes"

Notice the contrast.

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

"These actions may seem small, but they can lead to changes."

I CAN I can notice contrast in our reading.

Grade 5 • 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 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 may seem small, can lead to changes. The author contrasts how the actions look with what they can do.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Choose the sentence.

Only one of these sentences shows contrast. Which one?

- A. A single vote may seem small, but elections are made up of many individual choices.
 B. Reliable information is also important.
 C. Voting is one of the best-known forms of civic participation.

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

Grade 5 • 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 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 small single vote against many choices. B and C are plain statements.

TEKS 5.10(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 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 metaphor, 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 single vote may seem small, but elections are made up of many individual choices."

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



Grade 5 • 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 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: One vote is set against many votes to show each choice matters.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Explain the author's purpose.

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

"Some voices are heard more often, but every action can still have an effect over time."

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

Grade 5 • 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 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 convince readers that small actions are worth taking.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Defend the author's choice.

How would the meaning change without the contrast?

"These actions may seem small, but they can lead to changes."

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



Grade 5 • 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 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 may seem small, can lead to changes adds. The author contrasts how the actions look with what they can do.

TEKS 5.10(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 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: Some voices are heard more often, but every action can still have an effect over time.

TEKS 5.10(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 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 may seem small, can lead to changes. The author contrasts how the actions look with what they can do.

CHOOSE

A. A sets a small single vote against many choices. B and C are plain statements.

SHOW

One vote is set against many votes to show each choice matters.

OWN

The author uses contrast to convince readers that small actions are worth taking.

DEFEND

Without the contrast, the reader would lose what may seem small, can lead to changes adds. The author contrasts how the actions look with what they can do.

YOUR TURN

Answers vary. One example: Some voices are heard more often, but every action can still have an effect over time.

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 5.10(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.

These actions may seem small, but they can lead to changes.**How does the author use contrast in this sentence?**

- A** It shows that small actions never make any difference.
- B** It lists the steps for holding a neighborhood cleanup.
- C** It shows that actions that look small can still cause change.
- D** It describes a playground so the reader can picture it.

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. The author sets "may seem small" against "can lead to changes" to show small acts matter.TEKS 5.10(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

It shows that small actions never make any difference.

The sentence says the opposite. Small actions can lead to changes.

B

It lists the steps for holding a neighborhood cleanup.

No steps are listed. The author contrasts two ideas.

C

It shows that actions that look small can still cause change.

Correct. The author sets "may seem small" against "can lead to changes" to show small acts matter.

D

It describes a playground so the reader can picture it.

No sensory details appear. The sentence contrasts appearance and effect.

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 author sets "may seem small" against "can lead to changes" to show small acts matter.”

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

ANSWER KEY: C is correct.

TEKS 5.10(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)

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

WHAT DOES THIS MEAN TO ME?

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 “A Voice in the Community”

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 A Voice in the Community. 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 5.10(D) • Literary Devices • Sheet 28 of 36 • Cluster 6 •
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 metaphor, and sound devices achieves specific purposes"

Literal or figurative?

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

"In an election, citizens choose leaders or decide questions placed on a ballot."

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

Grade 5 • 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 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 tells exactly what happens in an election. It is literal.

TEKS 5.10(D) • 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 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 metaphor, and sound devices achieves specific purposes"

Choose the sentence.

Which sentence uses figurative language?

- A. A parent may speak about school safety.
 B. By voting or speaking up, people can have a say in those decisions.
 C. Reliable information is also important.

I CAN I can compare sentences and explain my choice.

Grade 5 • 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 compare sentences and explain my choice."

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

"Which sentence uses figurative language?"

▶ 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 idioms speaking up and have a say, which are figurative. A and C mean exactly what they say.

TEKS 5.10(D) • 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 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 metaphor, and sound devices achieves specific purposes"

Show what the words tell you.

What exact information does this sentence give the reader?

"State governments make decisions about education, transportation, health, and other services."

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



Grade 5 • 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 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: The words mean just what they say, so the sentence is literal.

TEKS 5.10(D) • 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 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 metaphor, and sound devices achieves specific purposes"

Explain the author's purpose.

Why does the author use plain, literal words here?

"A parent may speak about school safety."

I CAN I can explain why the author chose literal language.

Grade 5 • 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 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 explain civic life clearly so readers know exactly how they can take part.

TEKS 5.10(D) • 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 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 metaphor, and sound devices achieves specific purposes"

Defend the author's choice.

How would a figurative version change what the reader understands?

"In an election, citizens choose leaders or decide questions placed on a ballot."

I CAN I can defend why the author's literal language fits the text.

Grade 5 • 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 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 tells exactly what happens in an election. It is literal.

TEKS 5.10(D) • 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 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: State governments make decisions about education, transportation, health, and other services.

TEKS 5.10(D) · 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 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 tells exactly what happens in an election. It is literal.

CHOOSE

B. B uses the idioms speaking up and have a say, which are figurative. A and C mean exactly what they say.

SHOW

The words mean just what they say, so the sentence is literal.

OWN

The author uses literal language to explain civic life clearly so readers know exactly how they can take part.

DEFEND

This tells exactly what happens in an election. It is literal.

YOUR TURN

Answers vary. Any literal sentence from the reading, such as: State governments make decisions about education, transportation, health, and other services.

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 5.10(D) · 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.

In an election, citizens choose leaders or decide questions placed on a ballot.

Is this sentence literal or figurative?

- A** Figurative, because a ballot is compared to a megaphone.
- B** Figurative, because the election is given human feelings.
- C** Literal, because it exaggerates how many people vote.
- D** Literal, because it tells exactly what citizens do in an election.

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. A figurative version might call a ballot a megaphone.

TEKS 5.10(D) · 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** **Figurative, because a ballot is compared to a megaphone.**
No megaphone is in the sentence. That comparison is not the author's.
- B** **Figurative, because the election is given human feelings.**
The election does nothing human here. It is a plain statement.
- C** **Literal, because it exaggerates how many people vote.**
Nothing is exaggerated, and exaggeration would be figurative, not literal.
- D** **Literal, because it tells exactly what citizens do in an election.**
Correct. The words mean just what they say. A figurative version might call a ballot a megaphone.

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. A figurative version might call a ballot a megaphone.”

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

ANSWER KEY: D is correct.

TEKS 5.10(D) · 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 metaphor, 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 “One Voice Can Start a Wave”

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 One Voice Can Start a Wave. 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 5.10(D) • Literary Devices • Sheet 29 of 36 • Cluster 7 •
Module M1 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what 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 metaphor, and sound devices achieves specific purposes"

Notice the sound devices.

Read this sentence from the reading. Find the words that show sound devices.

"A rumor shouted through a room Can spread confusion all too soon."

I CAN I can notice sound devices in our reading.

Grade 5 • 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 rumor, room, soon. Rumor and room repeat the r sound (alliteration), and room rhymes with soon. The sounds make the warning stick.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Choose the sentence.

Only one of these sentences shows sound devices. Which one?

- A. A rumor shouted through a room
 B. Different accounts were people's lens.
 C. Images helped shape what people thought,

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

Grade 5 • 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: A. A repeats the r sound in rumor and room, which is alliteration. B and C have no repeated beginning sounds.

TEKS 5.10(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 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 metaphor, 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?

"One voice speaks, another hears, A question grows and conquers fears."

I CAN I can explain what sound devices does in the reading.

Grade 5 • 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: Hears and fears rhyme, giving the poem a steady, musical beat.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Explain the author's purpose.

Why does the author use sound devices here instead of plain words?

"The Stamp Act angered many then; Protests spread by voice and pen."

I CAN I can explain why the author chose to use sound devices.

Grade 5 • 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 so the poem sounds musical and its lessons are easy to remember.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Defend the author's choice.

How would the meaning change without the sound devices?

"A rumor shouted through a room Can spread confusion all too soon."

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

Grade 5 • 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 rumor, room, soon adds. Rumor and room repeat the r sound (alliteration), and room rhymes with soon. The sounds make the warning stick.

TEKS 5.10(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 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: The Stamp Act angered many then; Protests spread by voice and pen.

TEKS 5.10(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 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 rumor, room, soon. Rumor and room repeat the r sound (alliteration), and room rhymes with soon. The sounds make the warning stick.

CHOOSE

A. A repeats the r sound in rumor and room, which is alliteration. B and C have no repeated beginning sounds.

SHOW

Hears and fears rhyme, giving the poem a steady, musical beat.

OWN

The author uses rhyme and alliteration so the poem sounds musical and its lessons are easy to remember.

DEFEND

Without the sound devices, the reader would lose what rumor, room, soon adds. Rumor and room repeat the r sound (alliteration), and room rhymes with soon. The sounds make the warning stick.

YOUR TURN

Answers vary. One example: The Stamp Act angered many then; Protests spread by voice and pen.

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 5.10(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.

A rumor shouted through a room Can spread confusion all too soon.

Which sound device does the author use in these lines?

- A** alliteration and rhyme, as in rumor, room, and soon
- B** onomatopoeia, because shouted is the sound a rumor makes
- C** simile, because a rumor is compared to a room using like
- D** no sound device, because the lines are about confusion

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. "rumor" and "room" begin with the same r sound, and "room" rhymes with "soon."

TEKS 5.10(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 alliteration and rhyme, as in rumor, room, and soon
Correct. "rumor" and "room" begin with the same r sound, and "room" rhymes with "soon."

B onomatopoeia, because shouted is the sound a rumor makes
Shouted names an action. It does not imitate a sound the way buzz or bang does.

C simile, because a rumor is compared to a room using like
No like or as appears. The lines use sound devices.

D no sound device, because the lines are about confusion
The topic is confusion, but the rhyme and repeated r sound are sound devices.

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.*

“"rumor" and "room" begin with the same r sound, and "room" rhymes with "soon."”

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

ANSWER KEY: A is correct.

TEKS 5.10(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 metaphor, and sound devices achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Personification gives a human action or feeling to something that is not a person.

Authors use it to make objects, animals, or nature feel alive to the reader.

When I find personification, I ask: What is not human here, and what human thing is it doing?

THIS WEEK’S DEVICE

Personification

from “One Voice Can Start a Wave”

Find how the author uses personification in our reading.

This deck teaches **personification** 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 personification. Personification gives a human action or feeling to something that is not a person.”

▶ 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 One Voice Can Start a Wave. 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 5.10(D) • Literary Devices • Sheet 30 of 36 • Cluster 7 •
Module M2 • slide 1 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice personification in the reading."

EXACT TEKS WORDING

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

Notice the personification.

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

"A question grows and conquers fears."

I CAN I can notice personification in our reading.

Grade 5 • Cluster 7 • 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 personification 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 personification."

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

ANSWER KEY: The personification is in the words conquers fears. A question cannot fight. The author gives it the human action of conquering, to show how powerful asking can be.

TEKS 5.10(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 call a person's action personification. Personification only happens when something NOT human acts or feels like a person.

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 personification."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows personification. Which one?

- A. Then tea was dumped into the bay;
B. Placed limits on what power saw.
C. Attend a meeting, write a note.

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

Grade 5 • 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 personification and explain why."

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

"Only one of these sentences shows personification. 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 gives power the human ability to see. A and C tell what people did, and people doing things is never personification.

TEKS 5.10(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 call a person's action personification. Personification only happens when something NOT human acts or feels like a person.

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 personification does."

EXACT TEKS WORDING

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

Show what the personification does.

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

"Speech and religion, courts and law Placed limits on what power saw."

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



Grade 5 • 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 personification does in the reading."

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

"What does the personification 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: Power cannot see. Giving it eyes makes power seem like a person who must be watched.

TEKS 5.10(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 call a person's action personification. Personification only happens when something NOT human acts or feels like a person.

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 personification."

EXACT TEKS WORDING

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

Explain the author's purpose.

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

"A question grows and conquers fears."

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

Grade 5 • 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 personification."

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

"Why does the author use personification 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 personification to make ideas like questions and power feel alive, so readers see how strong they can be.

TEKS 5.10(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 call a person's action personification. Personification only happens when something NOT human acts or feels like a person.

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 personification matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the personification?

"A question grows and conquers fears."

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

Grade 5 • 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 personification 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 personification?"

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

ANSWER KEY: Without the personification, the reader would lose what conquers fears adds. A question cannot fight. The author gives it the human action of conquering, to show how powerful asking can be.

TEKS 5.10(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 call a person's action personification. Personification only happens when something NOT human acts or feels like a person.

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 personification.

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

Go back to the reading.

Find one more sentence that uses personification.

Copy the exact words.

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

I CAN I can find and explain personification 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 personification 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: Speech and religion, courts and law Placed limits on what power saw.

TEKS 5.10(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 call a person's action personification. Personification only happens when something NOT human acts or feels like a person.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE

The personification is in the words conquers fears. A question cannot fight. The author gives it the human action of conquering, to show how powerful asking can be.

CHOOSE

B. B gives power the human ability to see. A and C tell what people did, and people doing things is never personification.

SHOW

Power cannot see. Giving it eyes makes power seem like a person who must be watched.

OWN

The author uses personification to make ideas like questions and power feel alive, so readers see how strong they can be.

DEFEND

Without the personification, the reader would lose what conquers fears adds. A question cannot fight. The author gives it the human action of conquering, to show how powerful asking can be.

YOUR TURN

Answers vary. One example: Speech and religion, courts and law Placed limits on what power saw.

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

⌚ ~4 min

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

“Let 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 5.10(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.

One voice speaks, another hears, A question grows and conquers fears.**Which words give a human action to something that is not human?**

- A** One voice speaks, because the voice belongs to a real person
- B** A question grows and conquers fears, because a question cannot fight
- C** another hears, because people really can hear one another
- D** conquers fears, because fears are a kind of wild animal

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. "conquers fears" gives a question the human action of fighting and winning.TEKS 5.10(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

One voice speaks, because the voice belongs to a real person

A person speaking is a human doing a human action, so it is not personification.

B

A question grows and conquers fears, because a question cannot fight

Correct. "conquers fears" gives a question the human action of fighting and winning.

C

another hears, because people really can hear one another

Hearing is something people truly do. This is literal.

D

conquers fears, because fears are a kind of wild animal

Fears are not animals. The question is what is given the human action.

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

⌚ ~4 min

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

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

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

““conquers fears” gives a question the human action of fighting and winning.”

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

ANSWER KEY: B is correct.

TEKS 5.10(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 metaphor, 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 “One Voice Can Start a Wave”

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 One Voice Can Start a Wave. 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 5.10(D) • Literary Devices • Sheet 31 of 36 • Cluster 7 •
Module M3 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what 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 metaphor, and sound devices achieves specific purposes"

Notice the metaphor.

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

"Their separate voices formed a choir;"

I CAN I can notice metaphor in our reading.

Grade 5 • 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 formed a choir. The colonists' voices are called a choir. Many voices joined into one strong sound.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Choose the sentence.

Only one of these sentences shows metaphor. Which one?

- A. Then tea was dumped into the bay;
B. Attend a meeting, write a note.
C. Different accounts were people's lens.

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

Grade 5 • 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: C. C says accounts were a lens, a metaphor. A and B describe real actions literally.

TEKS 5.10(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 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 metaphor, 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?

"Their shared concerns became a fire."

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



Grade 5 • 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: Concerns are called a fire. Like fire, the anger grew and spread fast.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Explain the author's purpose.

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

"Different accounts were people's lens."

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



Grade 5 • 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 help readers picture how separate complaints joined together and grew into a revolution.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Defend the author's choice.

How would the meaning change without the metaphor?

"Their separate voices formed a choir;"

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

Grade 5 • 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 formed a choir adds. The colonists' voices are called a choir. Many voices joined into one strong sound.

TEKS 5.10(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 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: Different accounts were people’s lens.

TEKS 5.10(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 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 formed a choir. The colonists' voices are called a choir. Many voices joined into one strong sound.

CHOOSE

C. C says accounts were a lens, a metaphor. A and B describe real actions literally.

SHOW

Concerns are called a fire. Like fire, the anger grew and spread fast.

OWN

The author uses metaphors to help readers picture how separate complaints joined together and grew into a revolution.

DEFEND

Without the metaphor, the reader would lose what formed a choir adds. The colonists' voices are called a choir. Many voices joined into one strong sound.

YOUR TURN

Answers vary. One example: Different accounts were people's lens.

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

⌚ ~4 min

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

“Let 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 5.10(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.

Their separate voices formed a choir; Their shared concerns became a fire.

What does the metaphor "Their shared concerns became a fire" suggest?

- A** The colonists started real fires in their towns.
- B** The colonists sang songs together in a choir.
- C** The colonists' worries grew strong and spread quickly.
- D** The colonists stayed warm during a cold winter.

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. A fire grows and spreads fast, so calling concerns "a fire" shows anger spreading.

TEKS 5.10(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

The colonists started real fires in their towns.

No real fire is set. The fire is a comparison for growing concerns.

B

The colonists sang songs together in a choir.

The choir is another metaphor for voices joining, not real singing.

C

The colonists' worries grew strong and spread quickly.

Correct. A fire grows and spreads fast, so calling concerns "a fire" shows anger spreading.

D

The colonists stayed warm during a cold winter.

The line is not about weather. It compares concerns to fire.

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.*

“A fire grows and spreads fast, so calling concerns "a fire" shows anger spreading.”

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

ANSWER KEY: C is correct.

TEKS 5.10(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 metaphor, 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 “One Voice Can Start a Wave”

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 One Voice Can Start a Wave. 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 5.10(D) • Literary Devices • Sheet 32 of 36 • Cluster 7 •
Module M4 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what 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 metaphor, and sound devices achieves specific purposes"

Notice the repetition.

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

"One voice can challenge what seems wrong; Another voice can make it strong."

I CAN I can notice repetition in our reading.

Grade 5 • 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 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 One voice, Another voice. Repeating voice shows how one person's words are joined and made stronger by another's.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Choose the sentence.

Only one of these sentences shows repetition. Which one?

- A. Then tea was dumped into the bay;
 B. One voice can challenge what seems wrong; Another voice can make it strong.
 C. Attend a meeting, write a note.

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

Grade 5 • 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 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: B. B repeats voice to build an idea. A and C have no repeated word or pattern.

TEKS 5.10(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 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 metaphor, 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?

"That every person has been served, Or every person's rights preserved."

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



Grade 5 • 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 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 every person stresses that fairness must include everyone.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Explain the author's purpose.

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

"One person asks, "Is this thing fair?" Another stops to listen there."

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

Grade 5 • 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 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 repeats key words so the reader feels the poem's message: one voice matters, and many voices together matter more.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Defend the author's choice.

How would the meaning change without the repetition?

"One voice can challenge what seems wrong; Another voice can make it strong."

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

Grade 5 • 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 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 One voice, Another voice adds. Repeating voice shows how one person's words are joined and made stronger by another's.

TEKS 5.10(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 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: One person asks, “Is this thing fair?” Another stops to listen there.

TEKS 5.10(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 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 One voice, Another voice. Repeating voice shows how one person's words are joined and made stronger by another's.

CHOOSE

B. B repeats voice to build an idea. A and C have no repeated word or pattern.

SHOW

Repeating every person stresses that fairness must include everyone.

OWN

The author repeats key words so the reader feels the poem's message: one voice matters, and many voices together matter more.

DEFEND

Without the repetition, the reader would lose what One voice, Another voice adds. Repeating voice shows how one person's words are joined and made stronger by another's.

YOUR TURN

Answers vary. One example: One person asks, "Is this thing fair?" Another stops to listen there.

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 5.10(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.

One voice can challenge what seems wrong; Another voice can make it strong.**Why does the author repeat the word "voice" in these lines?**

- A** to describe the loud sound of a crowd shouting
- B** to prove that only one person can make a change
- C** to compare voices to a wave using the word like
- D** to show that each person's voice adds to the change

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Literary Devices

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. Repeating "voice" shows one person starting and another building on it.TEKS 5.10(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 describe the loud sound of a crowd shouting**
No loud sound is described. The repeated word stresses each person's role.
- B** **to prove that only one person can make a change**
The lines show a second voice helping, so more than one person matters.
- C** **to compare voices to a wave using the word like**
No like or as appears. The author uses repetition for emphasis.
- D** **to show that each person's voice adds to the change**
Correct. Repeating "voice" shows one person starting and another building on 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 D. The most important part is understanding why.”

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

“Repeating "voice" shows one person starting and another building on it.”

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

ANSWER KEY: D is correct.

TEKS 5.10(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 metaphor, 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 “From Protest to Participation”

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 From Protest to Participation. 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 5.10(D) • Literary Devices • Sheet 33 of 36 • Cluster 8 •
Module M1 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what 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 metaphor, and sound devices achieves specific purposes"

Notice the repetition.

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

"Sometimes their answers led to protests. Sometimes they led to documents, laws, compromises, elections, or new amendments. Sometimes people discovered that an earlier solution had created another problem."

I CAN I can notice repetition in our reading.

Grade 5 • 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 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 Sometimes, Sometimes, Sometimes. Starting three sentences with Sometimes lists the many different results of asking questions.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Choose the sentence.

Only one of these sentences shows repetition. Which one?

- A. Other taxes followed.
 B. Some signed petitions.
 C. Borders can move. New inventions can transform daily life. New people can arrive and build communities.

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

Grade 5 • 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 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 can in three sentences. A and B are single statements with no pattern.

TEKS 5.10(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 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 metaphor, 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?

"Borders can move. New inventions can transform daily life. New people can arrive and build communities."

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



Grade 5 • 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 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 can lists the many ways a nation can change.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Explain the author's purpose.

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

"They traded with Britain, followed British laws, and depended on British military protection."

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

Grade 5 • 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."

▶ 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 change happens in many different ways over time.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Defend the author's choice.

How would the meaning change without the repetition?

"Sometimes their answers led to protests. Sometimes they led to documents, laws, compromises, elections, or new amendments. Sometimes people discovered that an earlier solution had created another problem."

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

Grade 5 • 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 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 Sometimes, Sometimes, Sometimes adds. Starting three sentences with Sometimes lists the many different results of asking questions.

TEKS 5.10(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 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: They traded with Britain, followed British laws, and depended on British military protection.

TEKS 5.10(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 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 Sometimes, Sometimes, Sometimes. Starting three sentences with Sometimes lists the many different results of asking questions.

CHOOSE

C. C repeats can in three sentences. A and B are single statements with no pattern.

SHOW

Repeating can lists the many ways a nation can change.

OWN

The author uses repetition to show that change happens in many different ways over time.

DEFEND

Without the repetition, the reader would lose what Sometimes, Sometimes, Sometimes adds. Starting three sentences with Sometimes lists the many different results of asking questions.

YOUR TURN

Answers vary. One example: They traded with Britain, followed British laws, and depended on British military protection.

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 5.10(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.

Sometimes their answers led to protests. Sometimes they led to documents, laws, compromises, elections, or new amendments. Sometimes people discovered that an earlier solution had created another problem.

Why does the author begin three sentences with the word "Sometimes"?

- A to show the many different results people's questions have led to
- B to show that people asked questions only once in history
- C to describe what the protests sounded like to the reader
- D to compare protests to amendments using the word like

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 A. Repeating "Sometimes" lists several outcomes, showing change can happen in many ways.

TEKS 5.10(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** **to show the many different results people's questions have led to**
Correct. Repeating "Sometimes" lists several outcomes, showing change can happen in many ways.
- B** **to show that people asked questions only once in history**
The repeated word shows many results over time, not one event.
- C** **to describe what the protests sounded like to the reader**
No sounds are described. The author uses repetition to list outcomes.
- D** **to compare protests to amendments using the word like**
No simile appears. The sentences repeat a word for emphasis.

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.*

“Repeating "Sometimes" lists several outcomes, showing change can happen in many ways.”

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

ANSWER KEY: A is correct.

TEKS 5.10(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 metaphor, 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 “How Change Happens”

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 How Change Happens. 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 5.10(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 metaphor, 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.

"The lesson is not that instinct is better than learning or that learning is better than instinct."

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

Grade 5 • 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 instinct is better than learning, learning is better than instinct. The author repeats the same words in reverse order to show that neither one is better.

TEKS 5.10(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 metaphor, and sound devices achieves specific purposes"

Choose the sentence.

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

- A. A successful outcome for one group can be a harmful outcome for another.
 B. That matters.
 C. Orcas hunt in pods.

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

Grade 5 • 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 outcome and contrasts successful with harmful. B and C are short plain statements.

TEKS 5.10(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 metaphor, 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?

"A successful outcome for one group can be a harmful outcome for another."

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



Grade 5 • 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: Repeating outcome while changing successful to harmful shows one decision can help some and hurt others.

TEKS 5.10(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 metaphor, and sound devices achieves specific purposes"

Explain the author's purpose.

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

"The subjects are different, but the thinking pattern can be surprisingly similar."

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

Grade 5 · 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 help readers see both sides of an idea before judging it.

TEKS 5.10(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 metaphor, and sound devices achieves specific purposes"

Defend the author's choice.

How would the meaning change without the repetition and contrast?

"The lesson is not that instinct is better than learning or that learning is better than instinct."

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

Grade 5 • 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 instinct is better than learning, learning is better than instinct adds. The author repeats the same words in reverse order to show that neither one is better.

TEKS 5.10(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: The subjects are different, but the thinking pattern can be surprisingly similar.

TEKS 5.10(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 instinct is better than learning, learning is better than instinct. The author repeats the same words in reverse order to show that neither one is better.

CHOOSE

A. A repeats outcome and contrasts successful with harmful. B and C are short plain statements.

SHOW

Repeating outcome while changing successful to harmful shows one decision can help some and hurt others.

OWN

The author uses repetition and contrast to help readers see both sides of an idea before judging it.

DEFEND

Without the repetition and contrast, the reader would lose what instinct is better than learning, learning is better than instinct adds. The author repeats the same words in reverse order to show that neither one is better.

YOUR TURN

Answers vary. One example: The subjects are different, but the thinking pattern can be surprisingly similar.

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 5.10(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.

The lesson is not that instinct is better than learning or that learning is better than instinct.**How does the author use repetition and contrast in this sentence?**

- A** It shows that sea turtles are always smarter than young orcas.
- B** It repeats and flips the same words to show neither one is better.
- C** It describes the ocean so the reader can picture the animals.
- D** It uses a sound word to show how an orca calls to its pod.

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. "instinct is better than learning" flips to "learning is better than instinct," so both matter.TEKS 5.10(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** It shows that sea turtles are always smarter than young orcas.
The sentence does not rank the animals. It says neither instinct nor learning wins.
- B** It repeats and flips the same words to show neither one is better.
Correct. "instinct is better than learning" flips to "learning is better than instinct," so both matter.
- C** It describes the ocean so the reader can picture the animals.
No ocean details appear. The author repeats and reverses words.
- D** It uses a sound word to show how an orca calls to its pod.
There is no sound word. The pattern is repetition and contrast.

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.*

“"instinct is better than learning" flips to "learning is better than instinct," so both matter.”

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

ANSWER KEY: B is correct.

TEKS 5.10(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 metaphor, 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 “Six Turning Points”

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 Six Turning Points. 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 5.10(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 metaphor, and sound devices achieves specific purposes"

Literal or figurative?

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

"Immigrants crossed the Atlantic from many parts of Europe and entered the United States through ports including New York."

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

Grade 5 • 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 tells exactly where immigrants traveled. It is literal.

TEKS 5.10(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 metaphor, and sound devices achieves specific purposes"

Choose the sentence.

All three sentences are literal. Which one tells what the Stamp Act required?

- A. Problem: Parliament required colonists to pay taxes on many printed materials.
 B. Kendrix thought weak plants needed more water.
 C. Abigail Adams urged leaders to remember women as they created a new government.

I CAN I can compare sentences and explain my choice.

Grade 5 • 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 sentences are literal. Which one tells what the Stamp Act required?"

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

ANSWER KEY: A. All three are literal. A is the one that states exactly what Parliament required.

TEKS 5.10(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 metaphor, and sound devices achieves specific purposes"

Show what the words tell you.

What exact information does this sentence give the reader?

"Kendrix thought weak plants needed more water."

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



Grade 5 • 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 states what Kendrix thought, exactly as it was. It is literal.

TEKS 5.10(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 metaphor, and sound devices achieves specific purposes"

Explain the author's purpose.

Why does the author use plain, literal words here?

"A failed experiment may still provide useful information."

I CAN I can explain why the author chose literal language.

Grade 5 • 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 in these case files so researchers get exact facts they can use as evidence.

TEKS 5.10(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 metaphor, and sound devices achieves specific purposes"

Defend the author's choice.

How would a figurative version change what the reader understands?

"Immigrants crossed the Atlantic from many parts of Europe and entered the United States through ports including New York."

I CAN I can defend why the author's literal language fits the text.

Grade 5 • 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 tells exactly where immigrants traveled. It is literal.

TEKS 5.10(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: Kendrix thought weak plants needed more water.

TEKS 5.10(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 tells exactly where immigrants traveled. It is literal.

CHOOSE

A. All three are literal. A is the one that states exactly what Parliament required.

SHOW

This states what Kendrix thought, exactly as it was. It is literal.

OWN

The author uses literal language in these case files so researchers get exact facts they can use as evidence.

DEFEND

This tells exactly where immigrants traveled. It is literal.

YOUR TURN

Answers vary. Any literal sentence from the reading, such as: Kendrix thought weak plants needed more 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 5.10(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.

Immigrants crossed the Atlantic from many parts of Europe and entered the United States through ports including New York.

Is this sentence literal or figurative?

- A Figurative, because the ocean is called a giant doorway.
- B Figurative, because it exaggerates how far people traveled.
- C Literal, because it tells exactly where immigrants traveled.
- D Literal, because it compares ports to a pair of open arms.

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 just what they say. A figurative version might call the ocean a giant doorway.

TEKS 5.10(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 the ocean is called a giant doorway.

The sentence never calls the ocean a doorway. That comparison is not the author's.

B

Figurative, because it exaggerates how far people traveled.

Crossing the Atlantic really happened. Nothing is exaggerated.

C

Literal, because it tells exactly where immigrants traveled.

Correct. The words mean just what they say. A figurative version might call the ocean a giant doorway.

D

Literal, because it compares ports to a pair of open arms.

No comparison appears, and a comparison would be figurative.

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

⌚ ~4 min

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

“The correct answer is C. 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. A figurative version might call the ocean a giant doorway.”

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

ANSWER KEY: C is correct.

TEKS 5.10(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 metaphor, 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 Change Files”

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 Change Files. 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 5.10(D) • Literary Devices • Sheet 36 of 36 • Cluster 8 •
Module M4 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what 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 metaphor, and sound devices achieves specific purposes"

Notice the contrast.

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

"Changing your conclusion because you learned something new is not the same as giving up."

I CAN I can notice contrast in our reading.

Grade 5 • 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 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 Changing your conclusion, not the same as giving up. The author contrasts changing your mind with giving up to show that revising is a strength.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Choose the sentence.

Only one of these sentences shows contrast. Which one?

- A. Questions give research direction.
 B. The size of the decision may change, but strong decision-making often follows the same pattern.
 C. People make decisions every day.

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

Grade 5 • 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 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 decisions that change against a pattern that stays the same. A and C are plain statements.

TEKS 5.10(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 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 metaphor, 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?

"The size of the decision may change, but strong decision-making often follows the same pattern."

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



Grade 5 • 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 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 author contrasts decisions that differ in size with a pattern that stays the same.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Explain the author's purpose.

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

"Two people can study the same problem carefully and still prefer different solutions."

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

Grade 5 • 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 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 change how readers think about changing their minds, showing it as smart, not weak.

TEKS 5.10(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 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 metaphor, and sound devices achieves specific purposes"

Defend the author's choice.

How would the meaning change without the contrast?

"Changing your conclusion because you learned something new is not the same as giving up."

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

Grade 5 • 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 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 Changing your conclusion, not the same as giving up adds. The author contrasts changing your mind with giving up to show that revising is a strength.

TEKS 5.10(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 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: Two people can study the same problem carefully and still prefer different solutions.

TEKS 5.10(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 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 Changing your conclusion, not the same as giving up. The author contrasts changing your mind with giving up to show that revising is a strength.

CHOOSE

B. B sets decisions that change against a pattern that stays the same. A and C are plain statements.

SHOW

The author contrasts decisions that differ in size with a pattern that stays the same.

OWN

The author uses contrast to change how readers think about changing their minds, showing it as smart, not weak.

DEFEND

Without the contrast, the reader would lose what Changing your conclusion, not the same as giving up adds. The author contrasts changing your mind with giving up to show that revising is a strength.

YOUR TURN

Answers vary. One example: Two people can study the same problem carefully and still prefer different solutions.

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 5.10(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.

Changing your conclusion because you learned something new is not the same as giving up.**What two ideas does the author contrast in this sentence?**

- A** watering a garden and building a new light bulb
- B** sea turtles that use instinct and orcas that learn
- C** a city council meeting and a school lunch vote
- D** changing a conclusion after learning and simply giving up

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Literary Devices

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 author sets changing your mind against "giving up" to show that revising is a strength.TEKS 5.10(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

watering a garden and building a new light bulb

Neither idea is in this sentence. It contrasts revising with quitting.

B

sea turtles that use instinct and orcas that learn

That contrast appears elsewhere, not in this sentence.

C

a city council meeting and a school lunch vote

Neither appears here. The sentence is about changing conclusions.

D

changing a conclusion after learning and simply giving up

Correct. The author sets changing your mind against "giving up" to show that revising is a strength.

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 author sets changing your mind against "giving up" to show that revising is a strength.”

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

ANSWER KEY: D is correct.

TEKS 5.10(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.