

Literary Devices Tracking Sheet

Sheet 1 of 36

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

GRADE 5 • Prepare • MODULE M1 • TEKS (5.10(D)) • Simile Simile in “The Great Chocolate Chip Cookie Mystery”

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



NOTICE

Foundational

Notice the simile.

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



CHOOSE

Developing

Choose the sentence.

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



SHOW

Independent

Show what the simile does.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 1 of 36

Practice finding and explaining simile.

GRADE 5 • Prepare • MODULE M1 • TEKS (5.10(D)) • Simile

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

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

Sheet 2 of 36

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

GRADE 5 • Prepare • MODULE M2 • TEKS (5.10(D)) • Contrast

Contrast in “The Great Chocolate Chip Cookie Mystery”

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



NOTICE

Foundational

Notice the contrast.

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



CHOOSE

Developing

Choose the sentence.

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



SHOW

Independent

Show what the contrast does.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 2 of 36

Practice finding and explaining contrast.

GRADE 5 • Prepare • MODULE M2 • TEKS (5.10(D)) • Contrast

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

I can find contrast in the reading.

I can explain what contrast does.

I can use contrast in my own writing.

Literary Devices Tracking Sheet

Sheet 3 of 36

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

GRADE 5 • Prepare • MODULE M3 • TEKS (5.10(D)) • Hyperbole

Hyperbole in “The Fifth-Grade Cookie Commission”

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



NOTICE

Foundational

Notice the hyperbole.

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



CHOOSE

Developing

Choose the sentence.

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



SHOW

Independent

Show what the hyperbole does.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 3 of 36

Practice finding and explaining hyperbole.

GRADE 5 • Prepare • MODULE M3 • TEKS (5.10(D)) • Hyperbole

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

I can find hyperbole in the reading.

I can explain what hyperbole does.

I can use hyperbole in my own writing.

Literary Devices Tracking Sheet

Sheet 4 of 36

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

GRADE 5 • Prepare • MODULE M4 • TEKS (5.10(D)) • Repetition and Contrast

Repetition and Contrast in “The Fifth-Grade Cookie Commission”

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



NOTICE

Foundational

Notice the repetition and contrast.

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



CHOOSE

Developing

Choose the sentence.

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



SHOW

Independent

Show what the repetition and contrast does.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 4 of 36

Practice finding and explaining repetition and contrast.

GRADE 5 • Prepare • MODULE M4 • TEKS (5.10(D)) • Repetition and Contrast

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

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

Sheet 5 of 36

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

GRADE 5 • Cluster 1 • MODULE M1 • TEKS (5.10(D)) • Idiom

Idiom in “From Tension to Revolution”

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



NOTICE

Foundational

Notice the idiom.

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



CHOOSE

Developing

Choose the sentence.

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



SHOW

Independent

Show what the idiom does.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 5 of 36

Practice finding and explaining idiom.

GRADE 5 • Cluster 1 • MODULE M1 • TEKS (5.10(D)) • Idiom

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

I can find idiom in the reading.

I can explain what idiom does.

I can use idiom in my own writing.

Literary Devices Tracking Sheet

Sheet 6 of 36

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

GRADE 5 • Cluster 1 • MODULE M2 • TEKS (5.10(D)) • Repetition

Repetition in “From Tension to Revolution”

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



NOTICE

Foundational

Notice the repetition.

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



CHOOSE

Developing

Choose the sentence.

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



SHOW

Independent

Show what the repetition does.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 6 of 36

Practice finding and explaining repetition.

GRADE 5 • Cluster 1 • MODULE M2 • TEKS (5.10(D)) • Repetition

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

I can find repetition in the reading.

I can explain what repetition does.

I can use repetition in my own writing.

Literary Devices Tracking Sheet

Sheet 7 of 36

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

GRADE 5 • Cluster 1 • MODULE M3 • TEKS (5.10(D)) • Contrast

Contrast in “From Tension to Revolution”

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



NOTICE

Foundational

Notice the contrast.

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



CHOOSE

Developing

Choose the sentence.

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



SHOW

Independent

Show what the contrast does.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 7 of 36

Practice finding and explaining contrast.

GRADE 5 • Cluster 1 • MODULE M3 • TEKS (5.10(D)) • Contrast

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

I can find contrast in the reading.

I can explain what contrast does.

I can use contrast in my own writing.

Literary Devices Tracking Sheet

Sheet 8 of 36

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

GRADE 5 • Cluster 1 • MODULE M4 • TEKS (5.10(D)) • Literal and Figurative Language

Literal and Figurative Language in “From Tension to Revolution”

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



NOTICE

Foundational

Literal or figurative?

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



CHOOSE

Developing

Choose the sentence.

Which sentence uses figurative language instead of literal language? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the words tell you.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 8 of 36

Practice finding and explaining literal and figurative language.

GRADE 5 • Cluster 1 • MODULE M4 • TEKS (5.10(D)) • Literal and Figurative Language

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

I can find literal and figurative language in the reading.

I can explain what literal and figurative language does.

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

Literary Devices Tracking Sheet

Sheet 9 of 36

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

GRADE 5 • Cluster 2 • MODULE M1 • TEKS (5.10(D)) • Idiom

Idiom in “Spanish Rule in Early Texas”

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



NOTICE

Foundational

Notice the idiom.

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



CHOOSE

Developing

Choose the sentence.

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



SHOW

Independent

Show what the idiom does.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 9 of 36

Practice finding and explaining idiom.

GRADE 5 • Cluster 2 • MODULE M1 • TEKS (5.10(D)) • Idiom

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

I can find idiom in the reading.

I can explain what idiom does.

I can use idiom in my own writing.

Literary Devices Tracking Sheet

Sheet 10 of 36

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

GRADE 5 • Cluster 2 • MODULE M2 • TEKS (5.10(D)) • Literal and Figurative Language

Literal and Figurative Language in “Spanish Rule in Early Texas”

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



NOTICE

Foundational

Literal or figurative?

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



CHOOSE

Developing

Choose the sentence.

Which sentence uses figurative language? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the words tell you.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 10 of 36

Practice finding and explaining literal and figurative language.

GRADE 5 • Cluster 2 • MODULE M2 • TEKS (5.10(D)) • Literal and Figurative Language

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

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

Sheet 11 of 36

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

GRADE 5 • Cluster 2 • MODULE M3 • TEKS (5.10(D)) • Repetition and Contrast

Repetition and Contrast in “Spanish Rule in Early Texas”

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



NOTICE

Foundational

Notice the repetition and contrast.

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



CHOOSE

Developing

Choose the sentence.

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



SHOW

Independent

Show what the repetition and contrast does.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 11 of 36

Practice finding and explaining repetition and contrast.

GRADE 5 • Cluster 2 • MODULE M3 • TEKS (5.10(D)) • Repetition and Contrast

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

I can find repetition and contrast in the reading.

I can explain what repetition and contrast does.

I can use repetition and contrast in my own writing.

Literary Devices Tracking Sheet

Sheet 12 of 36

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

GRADE 5 • Cluster 2 • MODULE M4 • TEKS (5.10(D)) • Imagery

Imagery in “Spanish Rule in Early Texas”

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



NOTICE

Foundational

Notice the imagery.

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



CHOOSE

Developing

Choose the sentence.

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



SHOW

Independent

Show what the imagery does.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 12 of 36

Practice finding and explaining imagery.

GRADE 5 • Cluster 2 • MODULE M4 • TEKS (5.10(D)) • Imagery

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

I can find imagery in the reading.

I can explain what imagery does.

I can use imagery in my own writing.

Literary Devices Tracking Sheet

Sheet 13 of 36

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

GRADE 5 • Cluster 3 • MODULE M1 • TEKS (5.10(D)) • Metaphor

Metaphor in “Our Rights, Our Voices”

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



NOTICE

Foundational

Notice the metaphor.

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



CHOOSE

Developing

Choose the sentence.

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



SHOW

Independent

Show what the metaphor does.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 13 of 36

Practice finding and explaining metaphor.

GRADE 5 • Cluster 3 • MODULE M1 • TEKS (5.10(D)) • Metaphor

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

I can find metaphor in the reading.

I can explain what metaphor does.

I can use metaphor in my own writing.

Literary Devices Tracking Sheet

Sheet 14 of 36

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

GRADE 5 • Cluster 3 • MODULE M2 • TEKS (5.10(D)) • Idiom

Idiom in “Our Rights, Our Voices”

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



NOTICE

Foundational

Notice the idiom.

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



CHOOSE

Developing

Choose the sentence.

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



SHOW

Independent

Show what the idiom does.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 14 of 36

Practice finding and explaining idiom.

GRADE 5 • Cluster 3 • MODULE M2 • TEKS (5.10(D)) • Idiom

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

I can find idiom in the reading.

I can explain what idiom does.

I can use idiom in my own writing.

Literary Devices Tracking Sheet

Sheet 15 of 36

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

GRADE 5 • Cluster 3 • MODULE M3 • TEKS (5.10(D)) • Literal and Figurative Language

Literal and Figurative Language in “Our Rights, Our Voices”

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



NOTICE

Foundational

Literal or figurative?

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



CHOOSE

Developing

Choose the sentence.

Which line uses figurative language? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the words tell you.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 15 of 36

Practice finding and explaining literal and figurative language.

GRADE 5 • Cluster 3 • MODULE M3 • TEKS (5.10(D)) • Literal and Figurative Language

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

I can find literal and figurative language in the reading.

I can explain what literal and figurative language does.

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

Literary Devices Tracking Sheet

Sheet 16 of 36

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

GRADE 5 • Cluster 3 • MODULE M4 • TEKS (5.10(E)) • Point of View

Point of View in “Our Rights, Our Voices”

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



NOTICE

Foundational

Notice the point of view.

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



CHOOSE

Developing

Choose the sentence.

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



SHOW

Independent

Show what the point of view does.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 16 of 36

Practice finding and explaining point of view.

GRADE 5 • Cluster 3 • MODULE M4 • TEKS (5.10(E)) • Point of View

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

I can find point of view in the reading.

I can explain what point of view does.

I can use point of view in my own writing.

Literary Devices Tracking Sheet

Sheet 17 of 36

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

GRADE 5 • Cluster 4 • MODULE M1 • TEKS (5.10(D)) • Imagery

Imagery in “The Garden That Wouldn’t Grow”

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



NOTICE

Foundational

Notice the imagery.

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



CHOOSE

Developing

Choose the sentence.

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



SHOW

Independent

Show what the imagery does.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 17 of 36

Practice finding and explaining imagery.

GRADE 5 • Cluster 4 • MODULE M1 • TEKS (5.10(D)) • Imagery

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

I can find imagery in the reading.

I can explain what imagery does.

I can use imagery in my own writing.

Literary Devices Tracking Sheet

Sheet 18 of 36

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

GRADE 5 • Cluster 4 • MODULE M2 • TEKS (5.10(D)) • Literal and Figurative Language

Literal and Figurative Language in “The Garden That Wouldn’t Grow”

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



NOTICE

Foundational

Literal or figurative?

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



CHOOSE

Developing

Choose the sentence.

Which sentence uses a word figuratively? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the words tell you.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 18 of 36

Practice finding and explaining literal and figurative language.

GRADE 5 • Cluster 4 • MODULE M2 • TEKS (5.10(D)) • Literal and Figurative Language

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

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

Sheet 19 of 36

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

GRADE 5 • Cluster 4 • MODULE M3 • TEKS (5.10(D)) • Contrast

Contrast in “The Garden That Wouldn't Grow”

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



NOTICE

Foundational

Notice the contrast.

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



CHOOSE

Developing

Choose the sentence.

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



SHOW

Independent

Show what the contrast does.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 19 of 36

Practice finding and explaining contrast.

GRADE 5 • Cluster 4 • MODULE M3 • TEKS (5.10(D)) • Contrast

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

I can find contrast in the reading.

I can explain what contrast does.

I can use contrast in my own writing.

Literary Devices Tracking Sheet

Sheet 20 of 36

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

GRADE 5 • Cluster 4 • MODULE M4 • TEKS (5.10(D)) • Imagery

Imagery in “The Garden That Wouldn’t Grow”

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



NOTICE

Foundational

Notice the imagery.

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



CHOOSE

Developing

Choose the sentence.

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



SHOW

Independent

Show what the imagery does.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 20 of 36

Practice finding and explaining imagery.

GRADE 5 • Cluster 4 • MODULE M4 • TEKS (5.10(D)) • Imagery

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

I can find imagery in the reading.

I can explain what imagery does.

I can use imagery in my own writing.

Literary Devices Tracking Sheet

Sheet 21 of 36

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

GRADE 5 • Cluster 5 • MODULE M1 • TEKS (5.10(D)) • Idiom

Idiom in “A Difficult Compromise”

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



NOTICE

Foundational

Notice the idiom.

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



CHOOSE

Developing

Choose the sentence.

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



SHOW

Independent

Show what the idiom does.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 21 of 36

Practice finding and explaining idiom.

GRADE 5 • Cluster 5 • MODULE M1 • TEKS (5.10(D)) • Idiom

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

I can find idiom in the reading.

I can explain what idiom does.

I can use idiom in my own writing.

Literary Devices Tracking Sheet

Sheet 22 of 36

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

GRADE 5 • Cluster 5 • MODULE M2 • TEKS (5.10(D)) • Repetition

Repetition in “A Difficult Compromise”

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



NOTICE

Foundational

Notice the repetition.

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



CHOOSE

Developing

Choose the sentence.

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



SHOW

Independent

Show what the repetition does.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 22 of 36

Practice finding and explaining repetition.

GRADE 5 • Cluster 5 • MODULE M2 • TEKS (5.10(D)) • Repetition

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

I can find repetition in the reading.

I can explain what repetition does.

I can use repetition in my own writing.

Literary Devices Tracking Sheet

Sheet 23 of 36

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

GRADE 5 • Cluster 5 • MODULE M3 • TEKS (5.10(D)) • Contrast

Contrast in “A Difficult Compromise”

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



NOTICE

Foundational

Notice the contrast.

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



CHOOSE

Developing

Choose the sentence.

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



SHOW

Independent

Show what the contrast does.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 23 of 36

Practice finding and explaining contrast.

GRADE 5 • Cluster 5 • MODULE M3 • TEKS (5.10(D)) • Contrast

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

I can find contrast in the reading.

I can explain what contrast does.

I can use contrast in my own writing.

Literary Devices Tracking Sheet

Sheet 24 of 36

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

GRADE 5 • Cluster 5 • MODULE M4 • TEKS (5.10(D)) • Literal and Figurative Language

Literal and Figurative Language in “A Difficult Compromise”

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



NOTICE

Foundational

Literal or figurative?

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



CHOOSE

Developing

Choose the sentence.

Which sentence uses figurative language? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the words tell you.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 24 of 36

Practice finding and explaining literal and figurative language.

GRADE 5 • Cluster 5 • MODULE M4 • TEKS (5.10(D)) • Literal and Figurative Language

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

I can find literal and figurative language in the reading.

I can explain what literal and figurative language does.

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

Literary Devices Tracking Sheet

Sheet 25 of 36

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

GRADE 5 • Cluster 6 • MODULE M1 • TEKS (5.10(D)) • Idiom

Idiom in “A Voice in the Community”

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



NOTICE

Foundational

Notice the idiom.

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



CHOOSE

Developing

Choose the sentence.

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



SHOW

Independent

Show what the idiom does.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 25 of 36

Practice finding and explaining idiom.

GRADE 5 • Cluster 6 • MODULE M1 • TEKS (5.10(D)) • Idiom

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

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

Sheet 26 of 36

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

GRADE 5 • Cluster 6 • MODULE M2 • TEKS (5.10(D)) • Repetition

Repetition in “A Voice in the Community”

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



NOTICE

Foundational

Notice the repetition.

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



CHOOSE

Developing

Choose the sentence.

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



SHOW

Independent

Show what the repetition does.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 26 of 36

Practice finding and explaining repetition.

GRADE 5 • Cluster 6 • MODULE M2 • TEKS (5.10(D)) • Repetition

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

I can find repetition in the reading.

I can explain what repetition does.

I can use repetition in my own writing.

Literary Devices Tracking Sheet

Sheet 27 of 36

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

GRADE 5 • Cluster 6 • MODULE M3 • TEKS (5.10(D)) • Contrast

Contrast in “A Voice in the Community”

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



NOTICE

Foundational

Notice the contrast.

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



CHOOSE

Developing

Choose the sentence.

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



SHOW

Independent

Show what the contrast does.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 27 of 36

Practice finding and explaining contrast.

GRADE 5 • Cluster 6 • MODULE M3 • TEKS (5.10(D)) • Contrast

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

I can find contrast in the reading.

I can explain what contrast does.

I can use contrast in my own writing.

Literary Devices Tracking Sheet

Sheet 28 of 36

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

GRADE 5 • Cluster 6 • MODULE M4 • TEKS (5.10(D)) • Literal and Figurative Language

Literal and Figurative Language in “A Voice in the Community”

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



NOTICE

Foundational

Literal or figurative?

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



CHOOSE

Developing

Choose the sentence.

Which sentence uses figurative language? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the words tell you.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 28 of 36

Practice finding and explaining literal and figurative language.

GRADE 5 • Cluster 6 • MODULE M4 • TEKS (5.10(D)) • Literal and Figurative Language

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

I can find literal and figurative language in the reading.

I can explain what literal and figurative language does.

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

Literary Devices Tracking Sheet

Sheet 29 of 36

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

GRADE 5 • Cluster 7 • MODULE M1 • TEKS (5.10(D)) • Sound Devices

Sound Devices in “One Voice Can Start a Wave”

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



NOTICE

Foundational

Notice the sound devices.

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



CHOOSE

Developing

Choose the sentence.

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



SHOW

Independent

Show what the sound devices does.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 29 of 36

Practice finding and explaining sound devices.

GRADE 5 • Cluster 7 • MODULE M1 • TEKS (5.10(D)) • Sound Devices

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

I can find sound devices in the reading.

I can explain what sound devices does.

I can use sound devices in my own writing.

Literary Devices Tracking Sheet

Sheet 30 of 36

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

GRADE 5 • Cluster 7 • MODULE M2 • TEKS (5.10(D)) • Personification

Personification in “One Voice Can Start a Wave”

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



NOTICE

Foundational

Notice the personification.

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



CHOOSE

Developing

Choose the sentence.

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



SHOW

Independent

Show what the personification does.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 30 of 36

Practice finding and explaining personification.

GRADE 5 • Cluster 7 • MODULE M2 • TEKS (5.10(D)) • Personification

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

I can find personification in the reading.

I can explain what personification does.

I can use personification in my own writing.

Literary Devices Tracking Sheet

Sheet 31 of 36

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

GRADE 5 • Cluster 7 • MODULE M3 • TEKS (5.10(D)) • Metaphor

Metaphor in “One Voice Can Start a Wave”

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



NOTICE

Foundational

Notice the metaphor.

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



CHOOSE

Developing

Choose the sentence.

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



SHOW

Independent

Show what the metaphor does.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 31 of 36

Practice finding and explaining metaphor.

GRADE 5 • Cluster 7 • MODULE M3 • TEKS (5.10(D)) • Metaphor

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

I can find metaphor in the reading.

I can explain what metaphor does.

I can use metaphor in my own writing.

Literary Devices Tracking Sheet

Sheet 32 of 36

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

GRADE 5 • Cluster 7 • MODULE M4 • TEKS (5.10(D)) • Repetition

Repetition in “One Voice Can Start a Wave”

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



NOTICE

Foundational

Notice the repetition.

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



CHOOSE

Developing

Choose the sentence.

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



SHOW

Independent

Show what the repetition does.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 32 of 36

Practice finding and explaining repetition.

GRADE 5 • Cluster 7 • MODULE M4 • TEKS (5.10(D)) • Repetition

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

I can find repetition in the reading.

I can explain what repetition does.

I can use repetition in my own writing.

Literary Devices Tracking Sheet

Sheet 33 of 36

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

GRADE 5 • Cluster 8 • MODULE M1 • TEKS (5.10(D)) • Repetition

Repetition in “From Protest to Participation”

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



NOTICE

Foundational

Notice the repetition.

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



CHOOSE

Developing

Choose the sentence.

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



SHOW

Independent

Show what the repetition does.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 33 of 36

Practice finding and explaining repetition.

GRADE 5 • Cluster 8 • MODULE M1 • TEKS (5.10(D)) • Repetition

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

I can find repetition in the reading.

I can explain what repetition does.

I can use repetition in my own writing.

Literary Devices Tracking Sheet

Sheet 34 of 36

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

GRADE 5 • Cluster 8 • MODULE M2 • TEKS (5.10(D)) • Repetition and Contrast

Repetition and Contrast in “How Change Happens”

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



NOTICE

Foundational

Notice the repetition and contrast.

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



CHOOSE

Developing

Choose the sentence.

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



SHOW

Independent

Show what the repetition and contrast does.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 34 of 36

Practice finding and explaining repetition and contrast.

GRADE 5 • Cluster 8 • MODULE M2 • TEKS (5.10(D)) • Repetition and Contrast

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

I can find repetition and contrast in the reading.

I can explain what repetition and contrast does.

I can use repetition and contrast in my own writing.

Literary Devices Tracking Sheet

Sheet 35 of 36

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

GRADE 5 • Cluster 8 • MODULE M3 • TEKS (5.10(D)) • Literal and Figurative Language

Literal and Figurative Language in “Six Turning Points”

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



NOTICE

Foundational

Literal or figurative?

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



CHOOSE

Developing

Choose the sentence.

All three sentences are literal. Which one tells what the Stamp Act required? (See the slide.) Write the letter and explain why.



SHOW

Independent

Show what the words tell you.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 35 of 36

Practice finding and explaining literal and figurative language.

GRADE 5 • Cluster 8 • MODULE M3 • TEKS (5.10(D)) • Literal and Figurative Language

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

I can find literal and figurative language in the reading.

I can explain what literal and figurative language does.

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

Literary Devices Tracking Sheet

Sheet 36 of 36

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

GRADE 5 • Cluster 8 • MODULE M4 • TEKS (5.10(D)) • Contrast

Contrast in “The Change Files”

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



NOTICE

Foundational

Notice the contrast.

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



CHOOSE

Developing

Choose the sentence.

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



SHOW

Independent

Show what the contrast does.

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



OWN

Advanced

Explain the author's purpose.

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



DEFEND

Reflective

Defend the author's choice.

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

Your turn.

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

Literary Devices Tracking Sheet (Back)

Sheet 36 of 36

Practice finding and explaining contrast.

GRADE 5 • Cluster 8 • MODULE M4 • TEKS (5.10(D)) • Contrast

Device Detective

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

Example 1

Copy the exact words from the reading:

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

Example 2

Copy the exact words from the reading:

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

Use It in Writing

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

Self-Check

Circle the statement that matches your confidence.

I can find contrast in the reading.

I can explain what contrast does.

I can use contrast in my own writing.