

PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot is the events of a story, in the order they happen.

I can tell what happens first, next, and last, and how one event leads to the next.

The test gives me traps that mix up the order, so I check the story before I choose.

THIS WEEK’S FOCUS

Plot

from “The Recess Question”

This week we learn what a **plot** is: the events of a story in the order they happen. Our TEKS is **3.8(C)**, and this week's breakout is **the sequence of events**. We read the story **The Recess Question**. STAAR asks: **What happens first in the story?** and **Which event happens right after...?** Trap this week: **Out of order**, an event that really happens, but not at the time the question asks about.

This deck teaches **following the plot the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PLOT

TODAY'S THINKING JOB

NOTICE

"I can notice the first events in a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice how the story begins.

Read the first lines of **The Recess Question**. Notice the very first event. Circle the words that tell what happens.

"A moment later, Beth and her classmates spilled onto the playground."

I CAN | I can notice what happens at the beginning of a story.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose the event that happens first.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Choose what happens first.

STAAR asks: **What happens first in the story?** Pick the event that comes before the others.

“She ran toward the jump ropes where her friend Ava was waiting.”

A Lily jumps over the rope on her third try. • **B** The class votes on the recess question. • **C** Beth runs to the jump ropes to meet Ava.

I CAN | I can put events in order and choose the one that comes first.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that tells a new event.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show where the plot turns.

STAAR asks: **Which sentence from the story best supports the idea that** something new happens during the jump rope game?

“Then Beth noticed someone sitting alone near the fence.”

I CAN | I can point to the exact sentence where a new event begins.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell events in the order they happen.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own the order of events.

Write three sentences that tell what happens on the playground, in order. Use first, next, and last.

“Soon Lily was jumping while Beth and Ava turned the rope.”

I CAN | I can retell three events in order using signal words.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how one event leads to the next.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Defend the order.

A student wrote: **Lily jumped over the rope, and then Beth asked her to play.** How does the story show that one event leads to the other? Explain the real order.

“I think Lily might need someone to play with,”

I CAN | I can defend the real order of events and explain how they connect.



PLOT

Follow the plot on your own.

Go back to the story. Write the event that happens right after the whistle blows. Copy the sentence that proves it.

Go back to the story.
Write the event that happens *right after* the whistle blows.
Copy the sentence that proves it.

I CAN | I can find what happens next and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE The bell rings, and then Beth and her class spill onto the playground. Recess is starting. That is how the plot begins.

CHOOSE C. Beth runs to the jump ropes to meet Ava. A is Out of order: Lily jumps later. B is Out of order: the vote is near the end.

SHOW Then Beth noticed someone sitting alone near the fence. The word Then tells us this comes next, and Beth stops the game to help Lily.

OWN Answers vary. Example: First, Beth turns the rope with Ava. Next, Beth sees Lily alone and asks her to play. Last, Lily jumps the rope and everyone cheers.

DEFEND Beth asks Lily to play first, and that leads to Lily jumping. Beth says Lily might need someone to play with, so Lily joins and then makes it over the rope. The student's order is Out of order.

YOUR TURN Answers vary. Example: Recess ends and the children groan. Proof: Recess was over.



PLOT

READ THIS PASSAGE EXCERPT.

“Then Beth noticed someone sitting alone near the fence. ... Beth stopped turning the rope. ... ‘I think Lily might need someone to play with,’ Beth said.”

Which event happens right after Beth notices Lily sitting alone?

- A** Beth stops turning the rope and says Lily needs someone to play with.
- B** Max jumps higher each time the rope comes around.
- C** Mrs. Green hands each student a paper ballot.
- D** Beth feels the warm sun and hears the basketballs bounce.



PLOT

The answer is A.

A **Beth stops turning the rope and says Lily needs someone to play with. Correct.**
Correct. Right after she sees Lily, Beth stops the rope and says Lily might need someone to play with.

B **Max jumps higher each time the rope comes around.**
Pattern Mix-Up: Out of order. Max jumps before Beth notices Lily, not after.

C **Mrs. Green hands each student a paper ballot.**
Another Place: Wrong part of the story. The ballots come at the end, back in the classroom.

D **Beth feels the warm sun and hears the basketballs bounce.**
Topic Trap: Setting detail, not the plot. This describes the playground at the start; it is not the next event.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot has a beginning, a middle, and an end.

I can tell which part of the story an event belongs to.

The test gives me traps from the wrong part of the story, so I check where the event really happens.

THIS WEEK’S FOCUS

Plot

from “The Recess Question”

This week we learn about **beginning, middle, and end** in a plot. Our TEKS is **3.8(C)**, and this week's breakout is **the sequence of events**. We read **The Recess Question**. STAAR asks: **Which event happens in the middle of the story?** Trap this week: **Wrong part of the story**, an event that really happens, but not in the part the question asks about.

This deck teaches **sorting the plot into beginning, middle, and end** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PLOT

TODAY'S THINKING JOB

NOTICE

"I can notice the beginning of a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice how the story begins.

Read the first page of The Recess Question. Notice what happens at the very beginning. Circle the words that tell the first event.

"A moment later, Beth and her classmates spilled onto the playground."

I CAN | I can tell what happens at the beginning of a story.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose an event that belongs to the middle of the story.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Choose an event from the middle.

STAAR asks: Which event happens in the middle of the story? Pick the event that belongs to the middle part, not the beginning or the end.

“She ran toward the jump ropes where her friend Ava was waiting.”

A Beth invites Lily to join the jump rope game. • **B** The bell rings and the class runs to the playground. • **C** The class votes using paper ballots in the classroom.

I CAN | I can tell the middle events apart from the beginning and the end.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves an event is in the middle.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show where the middle is.

STAAR asks: Which sentence from the story best supports the idea that the middle of the story is about kids playing together?

“Then Beth noticed someone sitting alone near the fence.”

I CAN | I can point to the exact sentence that supports a middle-of-the-story event.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell the beginning, middle, and end of a story.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own the three parts of the plot.

Write three sentences that tell what happens at the beginning, the middle, and the end of the story.

“When everyone was seated, Mrs. Green wrote a question on the board:”

I CAN | I can retell one event from each part of the plot.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain why an event belongs to a certain part of the plot.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Defend the right part.

A student said the vote happens in the middle of the story. How is that connected to what really happens at the end? Explain the real order.

“Finally, Mrs. Green handed each student a small paper ballot.”

I CAN | I can defend which part of the story an event truly belongs to.



PLOT

Try it yourself with beginning, middle, and end.

Go back to the story. Write one event from the end of the story. Copy the sentence that proves it.

Go back to the story.
Write one event from the end of the story.
Copy the sentence that proves it.

I CAN | I can find an event from the end and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE The bell rings, and then Beth and her classmates spill onto the playground. That is the very beginning of the plot.

CHOOSE A. Beth invites Lily to join the jump rope game. B is Wrong part of the story: the run outside happens at the beginning, not the middle. C is Wrong part of the story: the ballots come at the end, back in the classroom.

SHOW Then Beth noticed someone sitting alone near the fence. This sentence is from the middle of the story, right after the jump rope game starts.

OWN Answers vary. Example: At the beginning, the bell rings and recess starts. In the middle, Beth invites Lily to jump rope. At the end, the class votes on paper ballots.

DEFEND The vote happens at the end, after the class talks about longer recess, so it connects to the end, not the middle. Mrs. Green hands each student a small paper ballot only after the discussion. The student is Wrong part of the story.

YOUR TURN Answers vary. Example: The class votes using paper ballots. Proof: Mrs. Green handed each student a small paper ballot.

PLOT

READ THIS PASSAGE EXCERPT.

“She ran toward the jump ropes where her friend Ava was waiting. ... Then Beth noticed someone sitting alone near the fence. ... Finally, Mrs. Green handed each student a small paper ballot.”

Which event happens in the middle of the story?

- A** The bell rings and the class runs out to the playground.
- B** The class votes with paper ballots in the classroom.
- C** The sun feels warm on the playground.
- D** Beth notices Lily sitting alone and invites her to jump rope.



PLOT

The answer is D.

- A The bell rings and the class runs out to the playground.**
Another Place: Wrong part of the story. This happens at the beginning, not the middle.
- B The class votes with paper ballots in the classroom.**
Another Place: Wrong part of the story. This happens at the end, not the middle.
- C The sun feels warm on the playground.**
Topic Trap: Setting detail, not the plot. This describes the weather, not a plot event.
- D Beth notices Lily sitting alone and invites her to jump rope. Correct.**
Correct. This happens in the middle of the story, during the jump rope game.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot has a problem that a character works to figure out or fix.

I can tell the main problem apart from a small detail that does not matter to the plot.

The test gives me a small detail as a trap, so I check what the character is really trying to solve.

THIS WEEK’S FOCUS

Plot

from “The Mystery of the Traveling Shell”

This week we learn to find **the problem** in a story. Our TEKS is **3.8(C)**, and this week's breakout is **the conflict**. We read **The Mystery of the Traveling Shell**. STAAR asks: **What is the main problem in the story?** Trap this week: **Small detail, not a plot event**, something that really happens, but does not drive the plot.

This deck teaches **finding the main problem in a story** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PLOT

TODAY'S THINKING JOB

NOTICE

“I can notice the problem starting in a story.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Notice the strange thing Emsy sees.

Read the first lines of the story. Notice what Emsy finds odd about the shell. Circle the words that show the problem starting.

“Her first clue was the shell itself. It came from a coastal area, but Poverty Point was inland.”

I CAN | I can tell what strange thing starts the problem.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose the main problem in a story.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Choose the main problem.

STAAR asks: What is the main problem in the story? Pick the problem Emsy is really trying to solve, not a small detail.

“Emsy knelt beside the display case at the museum. Inside rested a smooth white seashell.”

- A** Emsy kneels beside the display case at the museum. • **B** Emsy writes clues in a notebook about the shell. • **C** Emsy does not know how the shell traveled so far from the ocean.

I CAN | I can tell the main problem apart from a small detail.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that names the main problem.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show where the problem is named.

STAAR asks: Which sentence from the story best supports the idea that Emsy has a mystery to solve?

“Emsy pulled out her notebook. ‘Mystery number one: How did this shell travel so far?’”

I CAN | I can point to the exact sentence that supports the main problem.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell the main problem of a story in my own words.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own the problem in your own words.

Write two sentences that explain the main problem in the story and one clue that helps solve it.

“Her second clue was a map. Emsy traced the distance from the coast to Poverty Point with her finger.”

I CAN

I can explain the main problem and one clue that helps answer it.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how a small detail is different from the main problem.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Defend the real problem.

A student wrote that the problem is Emsy likes shells. How is liking shells connected to the real mystery Emsy solves? Explain the real problem.

“She wrote one last question in her notebook: Why would people bring these things so far?”



I can defend the real problem and explain why a detail is not the problem.



Find the problem on your own.

Go back to the story. Write the main problem Emsy is trying to solve. Copy the sentence that proves it.

Go back to the story.
Write the main problem Emsy is trying to solve.
Copy the sentence that proves it.

I CAN | I can find the main problem and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE Emsy sees a seashell at a museum far from the ocean. That strange fact is where the problem begins.

CHOOSE C. Emsy does not know how the shell traveled so far from the ocean. A is Small detail, not a plot event: kneeling. B is Small detail, not a plot event: writing in a notebook is not the problem.

SHOW Emsy pulled out her notebook and calls it **Mystery number one, asking how this shell traveled so far.** This sentence names the exact problem she must solve.

OWN Answers vary. Example: The problem is that nobody knows how a seashell got so far from the ocean. One clue is that the shell came from the coast, far from Poverty Point.

DEFEND Liking shells is a small detail that does not drive the plot. The real problem connects to her question why people would bring these things so far, which leads her to find an answer. The student names Small detail, not a plot event.

YOUR TURN Answers vary. Example: The problem is how the shell traveled so far from the ocean. Proof: How did this shell travel so far?

PLOT

READ THIS PASSAGE EXCERPT.

“The label said the shell had been found at Poverty Point, far from the ocean. ... Emsy pulled out her notebook. ‘Mystery number one: How did this shell travel so far?’ ... She wrote one last question in her notebook: Why would people bring these things so far?”

What is the main problem in the story?

- A** Emsy kneels beside a display case at the museum.
- B** Emsy carries a notebook and a pencil with her.
- C** Nobody knows how a seashell traveled so far from the ocean to Poverty Point.
- D** Archaeologists found copper that also came from far away.



PLOT

The answer is C.

A Emsy kneels beside a display case at the museum.
Topic Trap: Small detail, not a plot event. Kneeling is just an action, not the problem.

B Emsy carries a notebook and a pencil with her.
Topic Trap: Small detail, not a plot event. Carrying a notebook does not drive the plot.

C Nobody knows how a seashell traveled so far from the ocean to Poverty Point. Correct.
Correct. This is the exact mystery Emsy is trying to solve.

D Archaeologists found copper that also came from far away.
Topic Trap: Small detail, not a plot event. The copper is a clue, not the main problem.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot problem is solved when a character finds a real answer using evidence.

I can tell the true resolution apart from an idea the text never says.

The test gives me an answer not in the text as a trap, so I check the evidence.

THIS WEEK’S FOCUS

Plot

from “**The Mystery of the Traveling Shell**”

This week we learn **how the problem is solved** at the end of a story. Our TEKS is **3.8(C)**, and this week's breakout is **the resolution**. We read **The Mystery of the Traveling Shell**. STAAR asks: **How is the problem solved at the end of the story?** Trap this week: **Not in the text**, an answer the story never actually says.

This deck teaches **finding how the problem is solved** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PLOT

TODAY'S THINKING JOB

NOTICE

“I can notice the clues that help solve a problem.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Notice the clues piling up.

Read about Emsy's clues. Notice how many clues she gathers before she answers her question. Circle the word clue each time it appears.

“Blue lines curved across the map. They represented rivers, including the Mississippi and Ohio Rivers.”

I CAN | I can tell when a character is gathering evidence to solve a problem.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose how a story problem is really solved.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Choose how the problem is solved.

STAAR asks: How is the problem solved at the end of the story? Pick the true answer Emsy reaches using her clues.

“The seashell probably reached Poverty Point through long-distance trade.”

- A** Emsy decides a strong wind carried the shell across the land. • **B** The shell probably reached Poverty Point through long-distance trade. • **C** Emsy decides the shell is not worth studying anymore.

I CAN | I can tell the true resolution apart from an answer the text never gives.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves the mystery is solved.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show where the mystery is solved.

STAAR asks: Which sentence from the story best supports the idea that Emsy has found her answer?

“She drew a box around her final claim.”

I CAN | I can point to the exact sentence where the resolution happens.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell how a story problem gets solved.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own the resolution.

Write two sentences that explain how Emsy solves the mystery of the shell.

“Fourth, archaeologists had discovered other materials, including copper, that also came from distant locations.”

I CAN

I can explain the resolution using the evidence a character gathers.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how a resolution is different from an answer not in the text.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Defend the true resolution.

A student wrote that Emsy decides the shell is magic. How is magic connected to the resolution the text supports? Explain the real ending.

“Emsy closed her notebook and looked once more at the quiet shell behind the glass.”

I CAN | I can defend the true resolution using evidence from the story.



PLOT

Solve it on your own.

Go back to the story. Write how the mystery is solved at the end. Copy the sentence that proves it.

Go back to the story.
Write how the mystery is solved at the end.
Copy the sentence that proves it.

I CAN | I can find the resolution and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE Emsy finds several clues, like the rivers on the map, before she solves her mystery. Each clue brings her closer to the resolution.

CHOOSE B. The shell probably reached Poverty Point through long-distance trade. A is Not in the text: the story never mentions wind carrying the shell. C is Not in the text: Emsy never decides the shell is unimportant.

SHOW She drew a box around her final claim, and the very next line is her answer about long-distance trade. Boxing her final claim shows she has solved the mystery.

OWN Answers vary. Example: Emsy decides the shell traveled through trade along rivers. She knows this because other materials, like copper, also came from distant places.

DEFEND Magic is never mentioned, so it is not the resolution. After Emsy closed her notebook and looked once more at the quiet shell, the story confirms her claim about long-distance trade, not magic. The student names Not in the text.

YOUR TURN Answers vary. Example: The shell reached Poverty Point through long-distance trade. Proof: The seashell probably reached Poverty Point through long-distance trade.

PLOT

READ THIS PASSAGE EXCERPT.

“Blue lines curved across the map. They represented rivers, including the Mississippi and Ohio Rivers. ... The seashell probably reached Poverty Point through long-distance trade. ... Mystery solved.”

How is the problem solved at the end of the story?

- A** Emsy decides the shell probably traveled through long-distance trade.
- B** Emsy decides a strong wind carried the shell across the land.
- C** Emsy gives up and leaves the shell a mystery forever.
- D** Emsy decides the shell was dropped by a visitor at the museum.



PLOT

The answer is A.

- A Emsy decides the shell probably traveled through long-distance trade. Correct.**
Correct. This is the final claim Emsy boxes, supported by her clues about rivers and other traded goods.
- B Emsy decides a strong wind carried the shell across the land.**
Stretched or Unsupported: Not in the text. Wind is never one of Emsy's clues.
- C Emsy gives up and leaves the shell a mystery forever.**
Stretched or Unsupported: Not in the text. Emsy solves the mystery; she does not give up.
- D Emsy decides the shell was dropped by a visitor at the museum.**
Stretched or Unsupported: Not in the text. No visitor is ever mentioned in the story.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot is all the events in a story, told in order.

I can tell which event comes next by checking the story.

I can beat an Out of order trap by reading the story before I choose.

THIS WEEK’S FOCUS

Plot

from “The Recess Question”

This week we learn about **the sequence of events**: the order the events happen in a story. Our TEKS is **3.8(C)**, and this week's breakout is **the sequence of events**. We read the story **The Recess Question**. STAAR asks: **Which event happens right after...?** Trap this week: **Out of order**, an event that really happens, but not at the time the question asks about.

This deck teaches **putting story events in order** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PLOT

TODAY'S THINKING JOB

NOTICE

“I can notice the first events in a story.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Notice how the story begins.

Read the first lines of **The Recess Question**. Notice what happens as recess begins. Circle the words that tell what happens first.

“Chairs scooted back. Sneakers hurried across the floor.”

I CAN | I can notice the first events as the story begins.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose the event that comes next.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Choose what comes next.

STAAR asks: **Which event happens right after** Ava and Beth begin turning the rope together? Pick the event that comes next.

“Their friend Max jumped into the middle.”

A Beth notices Lily sitting alone near the fence. • **B** Mrs. Green writes a question on the board. • **C** Max jumps into the middle of the rope.

I CAN | I can find the event that happens right after another event.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that tells a new event.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show where the rope game ends.

STAAR asks: **Which sentence from the story best supports the idea that Lily finally makes it over the rope?**

“On the third try, she made it over.”

I CAN | I can point to the exact sentence where a new event happens.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell events in the order they happen.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own the order of events.

Write three sentences that tell what happens with the jump ropes, in order. Use first, next, and last.

“Ava and Beth began turning the rope together.”

I CAN | I can retell three events in order using signal words.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how one event leads to the next.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Defend the order.

How does Beth's invitation to Lily lead to Lily jumping the rope? Explain the order.

“Soon Lily was jumping while Beth and Ava turned the rope.”

I CAN

I can defend the real order of events and explain how they connect.



PLOT

Follow the plot on your own.

Go back to the story. Write the event that happens right after Max jumps into the middle. Copy the sentence that proves it.

Go back to the story.

Write the event that happens right after Max jumps into the middle.

Copy the sentence that proves it.

I CAN

I can find the next event and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE The bell rings, and then the class hurries out to recess. The chairs scoot back and sneakers hurry across the floor. That is how the plot begins.

CHOOSE C. Max jumps into the middle of the rope. A is Out of order: Beth sees Lily later, after Max jumps. B is Wrong part of the story: the board question happens back in the classroom.

SHOW On the third try, she made it over. The word third tells the order. Lily misses twice, and then on the next try she makes it over the rope.

OWN Answers vary. Example: First, Ava and Beth begin turning the rope together. Next, Max jumps into the middle. Last, Lily makes it over the rope and everyone cheers.

DEFEND Beth's invitation leads to Lily joining the game, because soon Lily was jumping while Beth and Ava turned the rope. Beth asks first, then Lily jumps. The trap would be Out of order if someone said Lily jumped first.

YOUR TURN Answers vary. Example: Max jumps higher each time the rope comes around. Proof: Max jumped higher each time the rope came around.

PLOT

READ THIS PASSAGE EXCERPT.

“Finally, Mrs. Green handed each student a small paper ballot. ... ‘Now you have heard several perspectives,’ she said. ... ‘Choose the solution you believe would work best for our class.’”

Which event happens right after Mrs. Green hands each student a paper ballot?

- A** Mrs. Green draws three columns on the board.
- B** The students place their ballots in the box one by one.
- C** Beth notices Lily sitting alone near the fence.
- D** The class lines up when recess is over.



PLOT

The answer is B.

Mrs. Green draws three columns on the board.

A Pattern Mix-Up: Out of order. The columns go on the board during the discussion, before the ballots, not right after.

B **The students place their ballots in the box one by one. Correct.**
Correct. Right after the ballots are handed out, the students place them in the box one by one.

C **Beth notices Lily sitting alone near the fence.**
Another Place: Wrong part of the story. Beth notices Lily during the jump rope game, not after the ballots.

D **The class lines up when recess is over.**
Pattern Mix-Up: Out of order. The class lines up right after recess ends, before the ballots.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A problem in a story is called the conflict.

The conflict does not just appear. Something causes it to happen.

I can beat a Cause and effect switched trap by checking which event came first.

THIS WEEK’S FOCUS

Plot

from “The Mystery of the Traveling Shell”

This week we learn about **the conflict**: the problem a character faces in a story. Our TEKS is **3.8(C)**, and this week's breakout is **the conflict**. We read the story **The Mystery of the Traveling Shell**. STAAR asks: **What causes the problem in the story?** Trap this week: **Cause and effect switched**, a choice that switches which event caused which.

This deck teaches **finding the cause of the conflict** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice the problem in a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice the problem.

Read the first lines of **The Mystery of the Traveling Shell**. Notice the problem Emsy finds at the museum. Circle the words that tell what is wrong.

"Poverty Point was far inland, nowhere near the ocean."

I CAN | I can notice the problem a character finds.



TODAY'S THINKING JOB

CHOOSE

“I can choose what causes the problem.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Choose what causes the problem.

STAAR asks: **What causes the problem in the story?** Pick the reason the shell seems out of place.

“The label explained that the shell came from a coastal environment.”

A Emsy's wish to solve a mystery puts the shell in the wrong place. • **B** The shell was found far inland, though it came from the coast. • **C** The museum label is wrong about where the shell came from.

I CAN | I can tell the cause of the problem in a story.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that tells the problem.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show the mystery.

Which sentence from the story best supports the idea that the shell is a mystery to Emsy?

“So how had this one traveled hundreds of miles?”

I CAN | I can point to the exact sentence where the problem appears.



PLOT

TODAY'S THINKING JOB

OWN

“I can tell the problem and what causes it.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own the cause.

Write two sentences. Tell the problem in your own words, then write the event that causes it.

“Seashells came from far away. Copper came from far away.”

I CAN | I can retell the cause of the problem in my own words.



PLOT

TODAY'S THINKING JOB

DEFEND

"I can explain how two clues connect."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the clue.

How does the copper clue support Emsy's idea about the shell? Explain the connection.

"Copper came from far away. Both were discovered here."

I CAN | I can defend how one clue supports another idea.



PLOT

Prove the cause.

Go back to the story. Write what causes the problem in the story. Copy the sentence that proves it.

Go back to the story.
Write what causes the problem.
Copy the sentence that proves it.

I CAN | I can tell what causes the problem and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE The shell was found at Poverty Point, and Poverty Point was far inland, nowhere near the ocean. A shell from the sea should not be so far from the water, so that is the problem.

CHOOSE B. The shell was found far inland, though it came from the coast. A is Cause and effect switched: Emsy's wish comes after the problem, so it cannot cause it. C is Not in the text: the story never says the label is wrong.

SHOW So how had this one traveled hundreds of miles? This is Emsy's own question, and it shows the problem: the shell is far from home, and she does not know how it got there.

OWN Answers vary. Example: The problem is that a shell from the coast was found far inland. Emsy sees a pattern because seashells came from far away and copper came from far away too, and that pattern helps her solve it.

DEFEND The copper clue supports the idea that the shell traveled too, because Copper came from far away and both were discovered here at Poverty Point. Two far away objects in one place show a pattern, and that leads to her answer: trade.

YOUR TURN Answers vary. Example: The shell was found far from the ocean. Proof: The shell had been discovered far from the place where it could have formed naturally.

PLOT

READ THIS PASSAGE EXCERPT.

“Inside rested a small, pearly seashell. ... Found at Poverty Point, Louisiana. ... She had studied the map hanging beside the exhibit.”

What causes the problem in the story?

- A** The shell is small and pearly white.
- B** Emsy finds the distance too hard to measure on the map.
- C** Emsy's notebook makes the shell travel inland.
- D** The shell came from the coast but was found at inland Poverty Point.



PLOT

The answer is D.

- A The shell is small and pearly white.**
Topic Trap: Small detail, not a plot event. The shell's size and color are details; they do not cause the problem.
- B Emsy finds the distance too hard to measure on the map.**
Stretched or Unsupported: Not in the text. The story never says Emsy has trouble measuring the distance.
- C Emsy's notebook makes the shell travel inland.**
Reversed Meaning: Cause and effect switched. The notebook comes after the problem; it did not move the shell.
- D The shell came from the coast but was found at inland Poverty Point. Correct.**
Correct. A shell from the coast found far inland is what starts the mystery, so that is what causes the problem.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A conflict is the problem a character cares about in a story.

Characters do things for reasons, and I can find the true reason in the text.

I can beat a Wrong motive trap by checking the story for the real reason.

THIS WEEK'S FOCUS

Plot

from “The Recess Question”

This week we learn about **the conflict**: the problem a character cares about in a story. Our TEKS is **3.8(C)**, and this week's breakout is **the conflict**. We read the story **The Recess Question**. STAAR asks: **Why is the main character worried at the beginning of the story?** The story never uses the word worried. We know Beth cares because of what she does. Trap this week: **Wrong motive**, an action that really happens, but with the wrong reason behind it.

This deck teaches **finding the true reason a character acts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PLOT

TODAY'S THINKING JOB

NOTICE

"I can notice the problem in a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice the problem.

Read the first lines of **The Recess Question**. Beth sees a girl sitting alone. Circle the words that tell who the girl is.

"It was Lily. She had joined their class only a few days earlier."

I CAN | I can notice who the problem is about.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose the true reason a character acts.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Choose the true reason.

STAAR asks: **Why is the main character worried at the beginning of the story?** The story never says the word worried, so we watch what Beth does. Pick the reason she stops the rope.

“I think Lily might need someone to play with,”

A Because she sees Lily sitting alone and wants to help her. • **B** Because she is tired of turning the rope with Ava. • **C** Because she wants recess to end so the class can go inside.

I CAN | I can tell why a character does something.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves an idea.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show Beth's care.

Which sentence from the story best supports the idea that Lily joins the game?

“Soon Lily was jumping while Beth and Ava turned the rope.”

I CAN | I can point to the exact sentence that shows the result.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell events in the order they happen.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own the story events.

Write three events in order: what Beth sees, what she does, and how it ends. Use first, next, and last.

“Most of all, she was glad she had asked Lily to join them.”

I CAN | I can retell the story events using first, next, and last.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how one event leads to the next.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Defend the connection.

How does Beth's talk with Lily lead to Lily making it over the rope? Explain the connection.

“On the third try, she made it over.”

I CAN | I can defend how an action leads to a result.



PLOT

Prove the reason.

Go back to the story. Write why Beth stops turning the rope. Copy the sentence that proves it.

Go back to the story.
Write why Beth stops turning the rope.
Copy the sentence that proves it.

I CAN | I can tell why a character acts and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE Beth sees Lily sitting alone near the fence. Lily had joined their class only a few days earlier, so she is new to the class. That is the problem Beth notices.

CHOOSE A. Because she sees Lily sitting alone and wants to help her. B is Wrong motive: Beth stops the rope, but she is not tired; she wants to help Lily. C is Opposite of the text: Beth loves recess and does not want it to end.

SHOW Soon Lily was jumping while Beth and Ava turned the rope. This line shows the result of Beth's invitation: Lily is now playing with the group, not sitting alone.

OWN Answers vary. Example: First, Beth sees Lily sitting alone near the fence. Next, Beth asks Lily to play. Last, Lily jumps the rope and everyone cheers, and Beth is glad she asked Lily to join them.

DEFEND Beth's invitation leads to Lily making it over the rope, because Beth asks first and Lily joins the game. On the third try, she made it over. A Wrong motive trap would say she helped because she was tired.

YOUR TURN Answers vary. Example: Beth stops the rope because she sees Lily sitting alone near the fence. Proof: Beth stopped turning the rope.



PLOT

READ THIS PASSAGE EXCERPT.

“Then Beth noticed someone sitting alone near the fence. ... Beth stopped turning the rope. ... ‘What’s wrong?’ Ava asked.”

Why is the main character worried at the beginning of the story? What problem does she notice?

- A** Because she sees Lily sitting alone and thinks Lily needs someone to play with.
- B** Because she is tired of turning the rope and wants a rest.
- C** Because Max is jumping too high and she fears he will fall.
- D** Because she wants recess to end so everyone goes back inside.



PLOT

The answer is A.

Because she sees Lily sitting alone and thinks Lily needs someone to play with. Correct.

- A** Correct. Beth stops the rope because she sees Lily sitting alone, and she thinks Lily might need someone to play with.

B Because she is tired of turning the rope and wants a rest.

- B** Stretched or Unsupported: Wrong motive. Beth stops the rope to help Lily, not because she is tired.

C Because Max is jumping too high and she fears he will fall.

- C** Stretched or Unsupported: Not in the text. The story never says Beth is afraid Max will fall.

D Because she wants recess to end so everyone goes back inside.

- D** Reversed Meaning: Opposite of the text. Beth loves recess and does not want it to end.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A problem in a story is called the conflict, and the resolution is how it gets solved.

I can tell how the characters solve the problem by following the clues.

I can beat a Wrong character trap by checking who really does the solving.

THIS WEEK’S FOCUS

Plot

from “The Mystery of the Traveling Shell”

This week we learn about **the resolution**: how the problem in a story gets solved. Our TEKS is **3.8(C)**, and this week's breakout is **the resolution**. We read the story **The Mystery of the Traveling Shell**. STAAR asks: **How do the characters solve the problem?** Trap this week: **Wrong character**, a choice that gives a real event to the wrong character.

This deck teaches **solving the problem with the characters** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice the problem in a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice the mystery.

Look at the first lines of **The Mystery of the Traveling Shell**. Find what is strange about the shell. Circle the words that tell the problem.

"The label said the shell had been found at Poverty Point, far from the ocean."

I CAN | I can notice the problem a character finds at the start.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose how the problem is solved.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Choose how it is solved.

STAAR asks: **How do the characters solve the problem?** Pick the choice that tells who solves it and how.

“The seashell probably reached Poverty Point through long-distance trade.”

A The archaeologists solve the mystery by finding the copper. • **B** Emsy rolls the shell back to the coast along the rivers. • **C** Emsy uses the clues to figure out trade brought the shell.

I CAN | I can tell who solves the problem and how.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that tells the solution.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show the solution.

Which sentence from the story best supports the idea that Emsy solves the problem?

“They could trade what they had for valuable goods from other places.”

I CAN | I can point to the sentence that shows how the problem gets solved.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell the problem and the solution.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own problem and solution.

Write two sentences. Tell the problem, then tell how Emsy solves it.

“Archaeologists had discovered other materials at Poverty Point, including copper that also came from far away.”

I CAN | I can retell the problem and the solution in my own words.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how a clue leads to the solution.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Defend the pattern.

How does the copper clue lead to Emsy's solution? Explain the connection.

“But several objects from distant places make a pattern.”

I CAN | I can defend how one clue connects to the answer.



PLOT

Solve it on your own.

Go back to the story. Write how Emsy solves the problem. Copy the sentence that proves it.

Go back to the story.
Write how Emsy solves the problem.
Copy the sentence that proves it.

I CAN | I can tell how the problem is solved and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE The label said the shell had been found at **Poverty Point, far from the ocean**. A shell from the sea should not be so far from the water, so that is the problem.

CHOOSE C. Emsy uses the clues to figure out trade brought the shell. A is Wrong character: the archaeologists found the copper, but Emsy solves the mystery. B is Not in the text: the story never says anyone rolls the shell back.

SHOW They could trade what they had for valuable **goods from other places**. This sentence gives Emsy's solution: people traded what they had, so the shell could reach Poverty Point through trade.

OWN **Answers vary.** Example: The problem is that a seashell from the coast was found far inland. Emsy solves it when the copper and the other clues show a pattern, and she names trade as the answer.

DEFEND The copper clue leads to Emsy's solution, **because archaeologists found copper from far away, and several objects from distant places make a pattern**. A pattern beats an accident, so Emsy concludes the shell was traded.

YOUR TURN **Answers vary.** Example: Emsy figures out that trade brought the shell to Poverty Point. Proof: The seashell probably reached Poverty Point through long-distance trade.

PLOT

READ THIS PASSAGE EXCERPT.

“She wrote one last question in her notebook: Why would people bring these things so far? ... The answer was scarcity. ... People did not always have every resource they wanted or needed where they lived.”

How do the characters solve the problem?

- A** The archaeologists solve the problem by finding the copper at Poverty Point.
- B** Emsy solves the problem by rolling the shell back to the coast.
- C** Emsy uses the clues to figure out that trade brought the shell to Poverty Point.
- D** Emsy decides the shell probably reached Poverty Point by accident.



PLOT

The answer is C.

- A** **The archaeologists solve the problem by finding the copper at Poverty Point.**
Another Place: Wrong character. The archaeologists found the copper, but it is Emsy who solves the problem.
- B** **Emsy solves the problem by rolling the shell back to the coast.**
Stretched or Unsupported: Not in the text. The story never says anyone rolls the shell back to the coast.
- C** **Emsy uses the clues to figure out that trade brought the shell to Poverty Point. Correct.**
Correct. Emsy uses the clues to figure out that trade brought the shell to Poverty Point, and that is how the problem gets solved.
- D** **Emsy decides the shell probably reached Poverty Point by accident.**
Reversed Meaning: Opposite of the text. Emsy rules out an accident and concludes the shell traveled through trade.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot is the events of a story, in the order they happen.

Some events drive the story forward, and some are only small details.

STAAR asks which event is most important, so I check what each event does.

THIS WEEK’S FOCUS

Plot

from “**The Elves and the Shoemaker***”

This week we learn to find **the most important event** in a story. Our TEKS is **3.8(C)**, and this week's breakout is **the sequence of events**. We read the fairy tale **The Elves and the Shoemaker**. STAAR asks: **Which event is most important to the plot?** Trap this week: **Small detail, not a plot event**, an event that really happens but does not drive the story forward.

This deck teaches **telling which event matters most** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

** In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*



PLOT

TODAY'S THINKING JOB

NOTICE

“I can notice the trouble at the start of a story.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Notice the shoemaker's trouble.

Read the first lines of **The Elves and the Shoemaker**. Find the shoemaker's trouble. Circle the words that tell what he has left.

“all he had in the world was gone, save just leather enough to make one pair of shoes”

I CAN | I can notice how a story begins with a problem.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose the event that matters most to the plot.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Choose the most important event.

STAAR asks: **Which event is most important to the plot?** Think about which event makes the story move. Pick the one that drives the plot.

“began to ply with their little fingers, stitching and rapping and tapping away at such a rate”

A The elves secretly make the shoes every night. • **B** The shoes are sewn with not one false stitch. • **C** The elves dance out at the door and away over the green.

I CAN | I can tell which event drives the story forward.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves the elves do the work.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show where the work gets done.

STAAR asks: **Which sentence from the story best supports the idea that** the elves do the work at night?

“and they sat themselves upon the shoemaker's bench, took up all the work that was cut out, and began to ply with their little fingers”

I CAN | I can point to the exact sentence that tells who does the work.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell the story in the order it happens.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own the story in order.

Write three sentences that tell **The Elves and the Shoemaker** in order. Use first, next, and last.

“The good couple saw them no more; but everything went well with them from that time forward”

I CAN | I can retell three events in order using first, next, and last.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how one event leads to the next.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Defend how the gift works.

How does the couple's gift of clothes lead to the elves leaving for good? Explain the connection.

“but when they saw the clothes lying for them, they laughed and chuckled”

I CAN | I can defend the real order of events and explain how they connect.



PLOT

Follow the plot on your own.

Go back to the story. Write what happens right after the elves finish the shoes. Copy the sentence that proves it.

Go back to the story.
Write what happens right after the elves finish the shoes.
Copy the sentence that proves it.

I CAN | I can find the next event and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE The shoemaker has only enough leather for one pair of shoes. He is poor and cannot earn enough. That is the trouble the story starts with.

SHOW The elves sat themselves upon the shoemaker's bench, took up all the work that was cut out, and began to ply with their little fingers. Those words prove the elves are the ones doing the work at night.

DEFEND The gift leads to the leaving: when they saw the clothes lying for them, they laughed and chuckled, then danced away. A student who puts the dancing first has Cause and effect switched.

CHOOSE A. The elves secretly make the shoes every night. B is Small detail, not a plot event: the fine stitches do not drive the story. C is Wrong part of the story: the dancing out comes at the end.

OWN Answers vary. Example: First, the shoemaker is poor with one pair of leather left. Next, the elves make the shoes each night. Last, the couple thanks them and everything goes well.

YOUR TURN Answers vary. Example: The elves bustle away quickly. Proof: and then they bustled away as quick as lightning.



PLOT

READ THIS PASSAGE EXCERPT.

“all he had in the world was gone, save just leather enough to make one pair of shoes ... to his great wonder, there stood the shoes all ready made, upon the table ... and the poor shoemaker, with the money, bought leather enough to make two pairs more”

Which event is most important to the plot?

- A** The shoes are sewn with not one false stitch.
- B** The elves secretly make the shoes every night.
- C** The elves dance out at the door and away over the green.
- D** The elves ask the shoemaker for a job.



PLOT

The answer is B.

- A The shoes are sewn with not one false stitch.**
Topic Trap: Small detail, not a plot event. The fine stitching describes the work, but it does not drive the story.
- B The elves secretly make the shoes every night. Correct.**
Correct. The elves doing the work is the event the whole story turns on, and it makes every later event happen.
- C The elves dance out at the door and away over the green.**
Another Place: Wrong part of the story. The dancing out comes at the end, after the gift, not as the driving event.
- D The elves ask the shoemaker for a job.**
Stretched or Unsupported: Not in the text. The story never says the elves ask for a job.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

The setting is where and when a story happens.

I can tell how the setting helps start the problem.

I can beat a Setting detail, not the plot trap by asking what drives the plot.

THIS WEEK’S FOCUS

Plot

from “**The Mystery of the Traveling Shell**”

This week we learn about **the conflict**: the problem a character faces, and how the setting helps create it. Our TEKS is **3.8(C)**, and this week's breakout is **the conflict**. We read the story **The Mystery of the Traveling Shell**. STAAR asks: **How is the setting important to the plot?** Trap this week: **Setting detail, not the plot**, a choice that only describes a time or a place.

This deck teaches **letting the setting drive the plot** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice the setting of a story.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Notice the setting.

Look at the first lines of **The Mystery of the Traveling Shell**. Find where Emsy is standing. Circle the words that tell the setting.

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

I CAN | I can notice where a story takes place.



PLOT

TODAY'S THINKING JOB

CHOOSE

"I can choose how the setting matters."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose the setting's job.

STAAR asks: **How is the setting important to the plot?** Pick the choice that tells how the setting matters.

"Poverty Point was far inland, nowhere near the ocean."

A The museum's glass case keeps the shell safe and clean. • **B** The inland setting makes the faraway shell a mystery. • **C** The ocean is closer to Poverty Point than the map shows.

I CAN | I can tell how the setting helps the plot.



TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves the setting's part.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show the setting's job.

Which sentence from the story best supports the idea that the setting creates the mystery?

“The shell had been discovered far from the place where it could have formed naturally.”

I CAN | I can point to the sentence that shows how the setting matters.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell how the setting matters.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own the setting's part.

Write two sentences. Tell the setting of the story, then tell how the setting matters to the plot.

“Blue lines curved across the map.”

I CAN | I can retell the setting and its job in my own words.



TODAY'S THINKING JOB

DEFEND

“I can explain how the setting leads to the solution.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Defend the map clue.

How does the map in the setting lead to Emsy's solution? Explain the connection.

“They represented rivers, including the Mississippi and Ohio Rivers.”

I CAN | I can defend how the setting connects to the answer.



Prove the setting's job.

Go back to the story. Write how the setting matters to the plot. Copy the sentence that proves it.

Go back to the story.
Write how the setting matters to the plot.
Copy the sentence that proves it.

I CAN | I can tell how the setting matters and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE Emsy leaned over the glass display case until her nose almost touched it. The story starts in a museum, and that is where Emsy finds the shell that begins the mystery.

CHOOSE B. The inland setting makes the faraway shell a mystery. A is Setting detail, not the plot: the glass case only describes where the shell sits. C is Opposite of the text: the map shows Poverty Point far from the ocean.

SHOW The shell had been discovered far from the place where it could have formed naturally. This sentence shows how the setting makes the conflict: the shell is far from the coast, so Emsy has a mystery to solve.

OWN Answers vary. Example: The setting is a museum with a map that shows rivers. The setting matters because Blue lines curved across the map, and those rivers were travel routes, so the shell could have been traded to Poverty Point.

DEFEND The map leads to the solution, because they represented rivers, including the Mississippi and Ohio Rivers, and people traveled along those rivers. Travel made trade possible, so the shell could reach inland Poverty Point.

YOUR TURN Answers vary. Example: The inland setting makes the faraway shell a mystery. Proof: Poverty Point was far inland, nowhere near the ocean.

PLOT

READ THIS PASSAGE EXCERPT.

“Poverty Point was far inland, nowhere near the ocean. ... Blue lines curved across the map. ... They represented rivers, including the Mississippi and Ohio Rivers.”

How is the setting important to the plot?

- A** The shell rests behind glass in a display case.
- B** Poverty Point sits on the coast, so the shell is not a mystery.
- C** The inland setting creates the conflict, because a coastal shell should not be there.
- D** Emsy's backpack carries the shell from the coast to the museum.



PLOT

The answer is C.

The shell rests behind glass in a display case.

- A** Topic Trap: Setting detail, not the plot. The glass case only describes where the shell sits; it does not drive the plot.

Poverty Point sits on the coast, so the shell is not a mystery.

- B** Reversed Meaning: Opposite of the text. Poverty Point is far inland, and the faraway shell is exactly what starts the mystery.

The inland setting creates the conflict, because a coastal shell should not be there. Correct.

- C** Correct. The inland setting creates the conflict, because a coastal shell found far inland is a mystery Emsy must solve.

Emsy's backpack carries the shell from the coast to the museum.

- D** Stretched or Unsupported: Not in the text. The backpack never moves the shell; Emsy finds the shell already at the museum.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot is the events of a story, in the order they happen.

Some events change what happens next, and the story turns on them.

The test gives me events from other parts of the story, so I check where each one happens.

THIS WEEK'S FOCUS

Plot

from “The Travelling Musicians*”

This week we learn to find **the event that changes things** in a story. Our TEKS is **3.8(C)**, and this week's breakout is **the sequence of events**. We read the fairy tale **The Travelling Musicians**. STAAR asks: **Which event changes what happens next in the story?** Trap this week: **Wrong part of the story**, an event that really happens, but in a different part of the story than the question is about.

This deck teaches **finding the event that changes the story** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

** In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*



PLOT

TODAY'S THINKING JOB

NOTICE

“I can notice the plan at the start of a story.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Notice the ass's plan.

Read the first lines of **The Travelling Musicians**. Find the ass's plan. Circle the words that tell what he decides to do.

“took himself slyly off, and began his journey towards the great city”

I CAN | I can notice the first event that starts the journey.



TODAY'S THINKING JOB

CHOOSE

“I can choose the event that turns the story.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Choose the changing event.

STAAR asks: **Which event changes what happens next in the story?** Look for the event that turns the story in a new direction.

“The ass brayed, the dog barked, the cat mewed, and the cock screamed”

A The dog stretches out on a mat behind the door. • **B** The ass runs away from the farm and heads to the city. • **C** The animals make loud music and scare the robbers away.

I CAN | I can pick the event that changes what happens next.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves the robbers run.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show where the robbers run.

STAAR asks: **Which sentence from the story best supports the idea that** the music scares the robbers away?

“and scampered away as fast as they could”

I CAN | I can point to the exact sentence that tells what the music does.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell how the animals win the house.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own how they get the house.

Write three sentences that tell how the animals get the robbers' house, in order. Use first, next, and last.

“After this the robbers never dared to go back to the house”

I CAN | I can retell three events in order using first, next, and last.

PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how one event leads to the next.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Defend the change.

How does the animals' loud music lead to the robbers never coming back? Explain the connection.

“there they are, I dare say, at this very day”

I CAN | I can defend the real order of events and explain how they connect.



PLOT

Track the plot on your own.

Go back to the story. Write what the animals do right after they scare the robbers away. Copy the sentence that proves it.

Go back to the story.

Write what the animals do right after they scare the robbers away.

Copy the sentence that proves it.

I CAN | I can find the next event and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE The ass sees danger at the farm, so he slips away and heads to the great city to be a musician. That is how the story begins.

CHOOSE C. The animals make loud music and scare the robbers away. A is Small detail, not a plot event: the dog sleeping does not turn the story. B is Wrong part of the story: the ass leaves at the start.

SHOW And scampered away as fast as they could. This tells the result of the music: the robbers are so scared they run off and leave the house.

OWN Answers vary. Example: First, the animals see a light and find the robbers' house. Next, they make loud music and scare the robbers away. Last, the robbers never come back, and the animals stay.

DEFEND The loud music scares the robbers, so they run off and the animals keep the house: there they are, I dare say, at this very day. Saying the robbers left first is Cause and effect switched.

YOUR TURN Answers vary. Example: The animals sit down and eat the food the robbers left. Proof: soon sat down and dispatched what the robbers had left.



PLOT

READ THIS PASSAGE EXCERPT.

“There must be a house no great way off, for I see a light ... a table spread with all kinds of good things, and robbers sitting round it making merry ... they consulted together how they should contrive to get the robbers out”

Which event changes what happens next in the story?

- A** The animals make their loud music and scare the robbers away.
- B** The old ass runs away from the farm to save himself.
- C** The cat rolls herself up on the hearth before the warm ashes.
- D** The animals march to the city and play for the king.



PLOT

The answer is A.

- A The animals make their loud music and scare the robbers away. Correct.**
Correct. The loud music frightens the robbers, and that change leads to the animals keeping the house.
- B The old ass runs away from the farm to save himself.**
Another Place: Wrong part of the story. The ass leaves at the very start, before the robbers even appear.
- C The cat rolls herself up on the hearth before the warm ashes.**
Topic Trap: Small detail, not a plot event. The cat sleeping by the fire does not change what happens next.
- D The animals march to the city and play for the king.**
Stretched or Unsupported: Not in the text. The story never says the animals play for a king.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot has an ending that solves the problem.

I can tell how the story ends and how the ending connects to the problem.

The test gives me traps that say the opposite of the text, so I check the story before I choose.

THIS WEEK’S FOCUS

Plot

from “The Mystery of the Traveling Shell”

This week we learn how the **ending connects to the problem** of a story. Our TEKS is **3.8(C)**, and this week's breakout is **the resolution**. We read the story **The Mystery of the Traveling Shell**. STAAR asks: **How does the story end?** Trap this week: **Opposite of the text**, a choice that says the reverse of what the text really shows.

This deck teaches **understanding how the ending solves the problem** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice the ending of a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice the ending.

Read the last lines of **The Mystery of the Traveling Shell**. Notice what Emsy does as the story ends.

"Emsy closed her notebook and looked once more at the quiet shell behind the glass."

I CAN | I can spot the part where the story finishes.



TODAY'S THINKING JOB

CHOOSE

“I can choose the true ending of the story.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Choose the ending.

STAAR asks: **How does the story end?** Pick the choice that tells the true ending.

“The seashell probably reached Poverty Point through long-distance trade.”

A Emsy solves the mystery and writes that trade brought the shell. • **B** Emsy gives up and leaves the mystery unsolved. • **C** Emsy decides the shell rolled inland by accident.

I CAN | I can pick the ending the text really shows.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves the ending.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show the proof of the ending.

STAAR asks: **Which sentence from the story best supports the idea that Emsy solved the mystery?**

“And sometimes, Emsy realized, the smallest object could reveal an enormous story about how people traveled, traded, solved problems, and connected with one another long ago.”

I CAN | I can point to the line that shows the mystery is solved.



PLOT

TODAY'S THINKING JOB

OWN

“I can write how the ending solves the problem.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own the resolution.

Write the problem from the story, then write how the ending solves it. Use first and then.

“Emsy returned to her notebook and organized her clues.”

I CAN | I can connect the problem to the resolution in my own words.



TODAY'S THINKING JOB

DEFEND

“I can explain how a clue leads to the ending.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Defend the resolution.

How does the scarcity clue lead to Emsy's conclusion at the end of the story?

“Finally, scarcity gave people a reason to exchange resources.”

I CAN

I can defend how the middle of the story connects to the resolution.



Find the ending on your own.

Go back to the story. Write the problem, then write how the ending solves it. Copy the sentence that proves the ending.

Go back to the story.
Write the problem, then write how the ending solves it.
Copy the sentence that proves the ending.

I CAN | I can tell the problem and the resolution and prove the ending with a sentence.

PLOT

Answers, across the five thinking levels.

NOTICE Emsy closes her notebook and looks once more at the quiet shell. She is done gathering clues, and the story is ready to finish.

CHOOSE A. Emsy solves the mystery and writes that trade brought the shell. B is Opposite of the text: Emsy does not give up; she solves it. C is Opposite of the text: the story says trade, not an accident.

SHOW And sometimes, Emsy realized, the smallest object could reveal an enormous story about how people traveled, traded, solved problems, and connected with one another long ago. This line proves the shell is evidence, so the mystery is solved.

OWN Answers vary. Example: First, the problem is how the shell traveled so far inland. Then Emsy returned to her notebook and organized her clues, and her ending says trade brought the shell.

DEFEND The scarcity clue leads to the ending. Finally, scarcity gave people a reason to exchange resources, so the shell moved by trade. Rolling by accident is Opposite of the text.

YOUR TURN Answers vary. Example: The problem is how the shell traveled inland, and the ending says trade brought it. Proof: The seashell probably reached Poverty Point through long-distance trade.

PLOT

READ THIS PASSAGE EXCERPT.

“Now she understood something different. ... Artifacts were clues. Maps were clues. Rivers were clues. ... Even distance could become evidence. ... Mystery solved.”

What does Emsy understand about the shell at the end of the story?

- A** The shell is a pretty object that is sitting in the wrong place.
- B** The shell is evidence that people traded across long distances long ago.
- C** The shell was dropped by a traveler who visited the museum one day.
- D** The story ends with Emsy tracing the distance on the map again.



PLOT

The answer is B.

- A** **The shell is a pretty object that is sitting in the wrong place.**
Reversed Meaning: Opposite of the text. Emsy stops thinking the shell is misplaced; she learns it is evidence.
- B** **The shell is evidence that people traded across long distances long ago. **Correct.****
Correct. At the end, Emsy learns the shell traveled by trade, so it is evidence of long-distance connections.
- C** **The shell was dropped by a traveler who visited the museum one day.**
Stretched or Unsupported: Not in the text. The story never says a traveler dropped the shell at the museum.
- D** **The story ends with Emsy tracing the distance on the map again.**
Another Place: Wrong part of the story. Emsy traces the map in the middle, not at the end of the story.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot is the events of a story, in the order they happen.

I can tell what happens first, and I check the story before I choose.

The test gives me events from later in the story, so I look for the time each event happens.

THIS WEEK'S FOCUS

Plot

from “The Wolf and the Seven Little Kids*”

This week we learn to follow **the plot step by step**. Our TEKS is **3.8(C)**, and this week's breakout is **the sequence of events**. We read the fairy tale **The Wolf and the Seven Little Kids**. STAAR asks: **What happens first in the story?** Trap this week: **Out of order**, an event that really happens, but not at the time the question asks about.

This deck teaches **telling the plot step by step** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

** In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*





TODAY'S THINKING JOB

NOTICE

“I can notice what the mother does first.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Notice the mother's warning.

Read the first lines of **The Wolf and the Seven Little Kids**. Find what the mother goat does before she leaves. Circle the words that tell it.

“One day she wanted to go into the forest and fetch some food”

I CAN | I can notice the very first event in the story.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose the event that happens first.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Choose what happens first.

STAAR asks: **What happens first in the story?** Choose the event that starts everything.

“be on your guard against the wolf”

A The kids open the door when they see white paws. • **B** The mother goat warns her kids and goes into the forest. • **C** The mother goat finds the youngest kid in the clock-case.

I CAN | I can put events in order and choose the one that comes first.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves the warning.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show where the warning is.

STAAR asks: **Which sentence from the story best supports the idea that** the mother warns the kids before she leaves?

“Dear children, I have to go into the forest, be on your guard against the wolf”

I CAN | I can point to the exact sentence where the mother warns the kids.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell the story in the order it happens.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own the steps of the plot.

Write three sentences that tell **The Wolf and the Seven Little Kids** in order. Use first, next, and last.

“When the seven kids saw that, they came running to the spot and cried aloud”

I CAN | I can retell three events in order using first, next, and last.



TODAY'S THINKING JOB

DEFEND

“I can explain how one event leads to the next.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Defend the order.

How does the wolf's trick with the white paws lead to the kids opening the door? Explain the connection.

“when the kids saw that they were white, they believed that all he said was true, and opened the door”



I can defend the real order of events and explain how they connect.



Trace the plot on your own.

Go back to the story. Write what happens right after the mother goat leaves. Copy the sentence that proves it.

Go back to the story.
Write what happens right after the mother goat leaves.
Copy the sentence that proves it.

I CAN | I can find the next event and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE The mother goat wants to go into the forest for food, so she calls her kids and warns them about the wolf. That is how the story begins.

CHOOSE B. The mother goat warns her kids and goes into the forest. A is Out of order: the door opens after the mother leaves. C is Out of order: the youngest kid is found much later.

SHOW Dear children, I have to go into the forest, be on your guard against the wolf. This proves the mother warns the kids and tells them to be careful before she leaves.

OWN Answers vary. Example: First, the mother warns the kids and goes into the forest. Next, the wolf tricks the kids and gets inside. Last, the kids are safe and happy at the end.

DEFEND The white paws lead to the door opening: when the kids saw that they were white, they believed that all he said was true, and opened the door. Saying the door opened first is Out of order.

YOUR TURN Answers vary. Example: The wolf knocks on the door and tries to sound like the mother. Proof: It was not long before someone knocked at the house-door.



PLOT

READ THIS PASSAGE EXCERPT.

“There was once upon a time an old goat who had seven little kids ... It was not long before someone knocked at the house-door ... But the little kids knew that it was the wolf, by the rough voice”

What happens first in the story?

- A** The wolf buys a lump of chalk to make his voice soft.
- B** The wolf knocks and calls to the kids in a soft voice.
- C** The kids chase the wolf through the forest.
- D** The mother goat warns her kids about the wolf and goes into the forest.



PLOT

The answer is D.

- A The wolf buys a lump of chalk to make his voice soft.**
Pattern Mix-Up: Out of order. The wolf does this after the mother leaves, not first.
- B The wolf knocks and calls to the kids in a soft voice.**
Pattern Mix-Up: Out of order. The wolf comes to the door later, after the mother has gone.
- C The kids chase the wolf through the forest.**
Stretched or Unsupported: Not in the text. The story never says the kids chase the wolf.
- D The mother goat warns her kids about the wolf and goes into the forest. Correct.**
Correct. This is the first event: the mother warns the kids and leaves before the wolf arrives.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A conflict is the main problem in a story.

I can tell who causes the problem and what the problem is.

The test gives me traps that name the wrong character, so I check the story before I choose.

THIS WEEK’S FOCUS

Plot

from “Crash”

This week we learn how a story's **conflict, or main problem, drives the plot**. Our TEKS is **3.8(C)**, and this week's breakout is **the conflict**. We read the story **Crash**. STAAR asks: **What is the main problem in the story?** Trap this week: **Wrong character**, an answer that names a different character than the one who really caused the problem.

This deck teaches **finding the problem that drives the plot** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice the problem in a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice the problem.

Read the moment the jar breaks in **Crash**. Notice the problem the story will work on. Circle the words that tell what happens.

"Crash! The glass jar fell to the floor and broke."

I CAN | I can spot the event that starts the conflict.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose the main problem in a story.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Choose the main problem.

STAAR asks: **What is the main problem in the story?** Pick the event that the story shows as the main problem.

“While reaching for a green marker, Amina's elbow bumped the table.”

A Amina bumps the table and breaks the glass jar. • **B** Diego bumps the table while reaching for a marker. • **C** The plant tips over the jar all by itself.

I CAN | I can tell the real problem from a wrong character.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves the problem.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show the inner problem.

STAAR asks: **Which sentence from the story best supports the idea that** Amina faces a hard choice after the crash?

“For a moment, Amina wondered if she should stay quiet.”

I CAN | I can point to the exact sentence that shows the hard choice.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell the conflict from start to finish.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own the conflict.

Write three sentences that tell the story of the broken jar: the problem, the hard choice, and the ending. Use first, next, and last.

“She had made a mistake, but her honesty helped make things right.”

I CAN | I can retell the problem, the choice, and the ending in order.



TODAY'S THINKING JOB

DEFEND

“I can explain how the conflict gets solved.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Defend the resolution.

How does the event in paragraph 5 lead to Mrs. Ramirez thanking Amina?

“Thank you for telling the truth, Amina.”

I CAN

I can connect Amina's choice to the happy ending.



Resolve the conflict on your own.

Go back to the story. Write the main problem, and copy the sentence that proves it.

Go back to the story.
Write the main problem.
Copy the sentence that proves it.

I CAN | I can name the problem and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE **Crash! The glass jar fell to the floor and broke.** Amina bumped the table by accident, and that broken jar is the problem the plot will solve.

CHOOSE **A.** Amina bumps the table and breaks the glass jar. B is Wrong character: Diego shares markers but never bumps the table. C is Not in the text: the plant never tips the jar.

SHOW **For a moment, Amina wondered if she should stay quiet.** This sentence shows Amina's hard choice: tell the truth or stay quiet, and that choice is the heart of the conflict.

OWN **Answers vary.** Example: First, the jar breaks when Amina bumps the table. Next, Amina tells Mrs. Ramirez the truth. Last, she feels proud because her honesty helped make things right.

DEFEND **Amina's honest words lead to the kind ending.** Amina admits she bumped the table, so Mrs. Ramirez thanks her for telling the truth, and the mess gets cleaned up. A student who says Diego broke the jar names the Wrong character.

YOUR TURN **Answers vary.** Example: Amina bumps the table and breaks the plant jar. Proof: Crash! The glass jar fell to the floor and broke.

PLOT

READ THIS PASSAGE EXCERPT.

“Amina's heart started to race. ... No one had seen exactly what happened. ... Amina took a deep breath and raised her hand.”

What is the main problem in the story?

- A** Jamal knocks over the jar while bringing a broom.
- B** Diego breaks the jar when he reaches for a marker.
- C** Amina bumps the table and breaks the glass jar.
- D** The wind blows the jar off the table near the window.



PLOT

The answer is C.

- A Jamal knocks over the jar while bringing a broom.**
Another Place: Wrong character. Jamal brings a broom later, but he never knocks over the jar.
- B Diego breaks the jar when he reaches for a marker.**
Another Place: Wrong character. Diego shares markers, but Amina bumps the table, not him.
- C Amina bumps the table and breaks the glass jar. Correct.**
Correct. Amina bumps the table with her elbow, and that broken jar is the problem of the story.
- D The wind blows the jar off the table near the window.**
Stretched or Unsupported: Not in the text. The story never says the wind blew the jar off the table.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

What the characters say can move the plot: their words make events happen.

I can follow the order of events and see how one event leads to the next.

The test gives traps that name small details, so I check the story before I choose.

THIS WEEK'S FOCUS

Plot

from “Old Sultan*”

This week we learn how **dialogue moves a story forward**: what a character says can change what happens next. Our TEKS is **3.8(C)**, and this week's breakout is **the sequence of events**. We read the story **Old Sultan**. STAAR asks: **Why are the events in paragraph 2 important to the plot?** Trap this week: **Small detail, not a plot event**, something that really happens but does not move the plot.

This deck teaches **how talk moves the story** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

** In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*





TODAY'S THINKING JOB

NOTICE

“I can notice the first event in a story.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Notice how the story begins.

Read the first lines of **Old Sultan**. Notice the very first event. Circle the words that tell what the shepherd plans to do.

“I will shoot old Sultan tomorrow morning, for he is of no use now.”

I CAN | I can notice what happens at the beginning of a story.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose the event that happens next.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Choose what happens next.

Which event happens **right after** the wolf runs off with the child? Pick the event that comes next.

“The wolf ran with the child a little way”

- A** Sultan carries the child back to his master and mistress. • **B** The shepherd and his wife scream out. • **C** The shepherd says Sultan shall live and have plenty to eat.

I CAN | I can put events in order and choose the one that comes next.



TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves an idea.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show where the rescue happens.

Which sentence from the story best supports the idea that the wolf's plan saved Sultan?

“Old Sultan has saved our child from the wolf, and therefore he shall live and be well taken care of, and have plenty to eat.”

I CAN | I can point to the exact sentence that proves the plan worked.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell events in the order they happen.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own the order of the rescue.

Write three events from the rescue in order. Use first, next, and last.

“So from this time forward Sultan had all that he could wish for.”

I CAN | I can retell three events in order using signal words.



TODAY'S THINKING JOB

DEFEND

“I can explain how one event leads to the next.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Defend paragraph 2.

How does the event in paragraph 2 lead to the shepherd changing his mind about Sultan?

“Then the shepherd patted him on the head, and said”

I CAN | I can defend how the rescue changes the shepherd's mind.



Follow the plot on your own.

Go back to the story. Write the event that happens right after the wolf drops the child. Copy the sentence that proves it.

Go back to the story.
Write the event that happens right after the wolf drops the child.
Copy the sentence that proves it.

I CAN | I can find what happens next and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE The shepherd tells his wife he will shoot old Sultan in the morning because the dog is old and of no use now. That plan is how the plot begins.

CHOOSE B. The shepherd and his wife scream out. A is Out of order: Sultan carries the child back after the wolf drops it. C is Out of order: the promise comes at the end of the rescue.

SHOW The shepherd says Old Sultan has saved our child from the wolf, and therefore he shall live; this proves the plan worked and Sultan is safe.

OWN Answers vary. Example: First, Sultan hears the shepherd's plan. Next, the wolf gives advice and Sultan saves the child. Last, the shepherd says Sultan shall live, and from this time forward Sultan had all that he could wish for.

DEFEND The wolf's advice works, so Sultan carries the child back, and then the shepherd patted him and said he shall live. A student who names the dog's teeth is naming a Small detail, not a plot event.

YOUR TURN Answers vary. Example: Sultan carries the child back to his master. Proof: but Sultan soon overtook him, and carried the poor little thing back.

PLOT

READ THIS PASSAGE EXCERPT.

“The wolf ran with the child a little way ... the shepherd and his wife screamed out ... but Sultan soon overtook him, and carried the poor little thing back ... Old Sultan has saved our child from the wolf, and therefore he shall live”

Why are the events in paragraph 2 important to the plot?

- A** Sultan had lost all his teeth because he was grown very old.
- B** The wolf's advice gives Sultan a plan, and the plan saves his life.
- C** The wolf had a stout cudgel laid about his back behind the barn door.
- D** The wolf ran off with the child, and Sultan never caught him.



PLOT

The answer is B.

Sultan had lost all his teeth because he was grown very old.

- A** Topic Trap: Small detail, not a plot event. Sultan's lost teeth and old age are details, not the rescue events that save him.

The wolf's advice gives Sultan a plan, and the plan saves his life. Correct.

- B** Correct. The wolf's advice leads Sultan to save the child, and the rescue makes the shepherd let him live.

The wolf had a stout cudgel laid about his back behind the barn door.

- C** Another Place: Wrong part of the story. The wolf's beating happens in paragraph 3, after the rescue.

The wolf ran off with the child, and Sultan never caught him.

- D** Reversed Meaning: Opposite of the text. The story says Sultan soon overtook the wolf and carried the child back.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A resolution is how the problem of a story gets solved.

I can tell exactly what the character does to fix the problem.

The test gives me traps that go too far, so I check what the story really says.

THIS WEEK'S FOCUS

Plot

from “The Good Citizen”

This week we learn how a story's **resolution, or ending, solves the problem**. Our TEKS is **3.8(C)**, and this week's breakout is **the resolution**. We read the story **The Good Citizen**. STAAR asks: **How is the problem resolved?** Trap this week: **Goes too far**, an answer that stretches the truth past what the story really says.

This deck teaches **following how a problem gets solved** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice what a story sets up at the start.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Notice the problem.

Read the first lines of **The Good Citizen**. Notice what Rusty does when Elena arrives. Circle the words that show it.

“Rusty wagged his tail wildly every time Elena walked in.”

I CAN | I can spot how the beginning sets up the problem.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose how a problem gets solved.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Choose the resolution.

STAAR asks: **How is the problem resolved?** Pick the answer that tells how the story fixes the problem.

“Elena jumped on her bike and pedaled as fast as she could back to the shelter.”

- A** Elena rides back and fills Rusty's food bowl. • **B** Elena feeds every dog in the shelter that night. • **C** Elena calls the shelter to say she is sorry.

I CAN | I can tell the true resolution from one that goes too far.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves the fix.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show the fix.

STAAR asks: **Which sentence from the story best supports the idea that the problem gets fixed?**

“Elena quickly filled his bowl and watched him eat.”

I CAN | I can point to the sentence that shows the problem being fixed.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell the resolution in order.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own the ending.

Write three sentences that tell how the problem gets fixed, in order. Use first, next, and last.

“Rusty wagged his tail the moment he saw her.”

I CAN | I can retell the fix using first, next, and last.



TODAY'S THINKING JOB

DEFEND

“I can explain how the fix leads to the lesson.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Defend the lesson.

How does the event in paragraph 5 lead to Elena learning her lesson?

“Rusty was counting on her, and next time, she would not forget.”

I CAN | I can connect the fix to what Elena learns.



Solve the problem on your own.

Go back to the story. Write how the problem gets fixed, and copy the sentence that proves it.

Go back to the story.
Write how the problem gets fixed.
Copy the sentence that proves it.

I CAN | I can tell how a problem is solved and prove it with the text.

PLOT

Answers, across the five thinking levels.

NOTICE Rusty wagged his tail wildly every time Elena walked in. Rusty counts on Elena, and that trust sets up the problem that comes later.

CHOOSE A. Elena rides back and fills Rusty's food bowl. B is Goes too far: the story only shows her filling Rusty's bowl. C is Not in the text: Elena never calls the shelter.

SHOW Elena quickly filled his bowl and watched him eat. This sentence shows the problem getting fixed, because Rusty finally gets his food.

OWN Answers vary. Example: First, Elena remembers she forgot the food. Next, she rides back to the shelter, and Rusty wagged his tail the moment he saw her. Last, she fills his bowl and watches him eat.

DEFEND Filling the bowl leads to Elena's lesson. Elena rides back and feeds Rusty, so she sees that doing the job carefully matters, and next time, she would not forget. A student who says Elena will never make a mistake again Goes too far.

YOUR TURN Answers vary. Example: Elena rides back and fills Rusty's food bowl. Proof: Elena quickly filled his bowl and watched him eat.

PLOT

READ THIS PASSAGE EXCERPT.

“Later that afternoon, Elena suddenly froze. ... Her stomach twisted with worry. ... Rusty had been waiting for her, trusting her to take care of him.”

How is the problem resolved?

- A** Elena learns that good citizens never make mistakes.
- B** Rusty eats food that another volunteer left for him.
- C** Elena asks her friends to feed Rusty for her.
- D** Elena rides back to the shelter and fills Rusty's food bowl.



PLOT

The answer is D.

Elena learns that good citizens never make mistakes.

- A** Stretched or Unsupported: Goes too far. The story says Elena would not forget next time, not that she will never make a mistake.

Rusty eats food that another volunteer left for him.

- B** Stretched or Unsupported: Not in the text. The story never says another volunteer fed Rusty.

Elena asks her friends to feed Rusty for her.

- C** Stretched or Unsupported: Not in the text. Elena rides back herself, and she never asks her friends to feed Rusty.

Elena rides back to the shelter and fills Rusty's food bowl. Correct.

- D** Correct. Elena rides back to the shelter, fills Rusty's food bowl, and watches him eat, so the problem is solved.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot is the events of a story, in the order they happen.

In a longer story, one event leads to the next until the problem is solved.

The test gives me Out of order traps, so I check the story before I choose.

THIS WEEK’S FOCUS

Plot

from “Crash”

This week we read a longer story, **Crash**, and follow its **plot**. Our TEKS is **3.8(C)**, and this week's breakout is **the sequence of events**. STAAR asks: **Which event happens right before another event?** Trap this week: **Out of order**, a real event that happens, but not at the time the question asks about.

This deck teaches **following the plot through a longer story** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice the first event of the problem.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Notice what starts the problem.

Read the lines where the jar breaks. Notice the very first thing that goes wrong.

“While reaching for a green marker, Amina's elbow bumped the table.”

I CAN | I can notice the event that starts the trouble in a story.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose the event that comes right before another event.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Choose the event before the raise.

STAAR asks: **Which event happens right before** Amina raises her hand? Pick the event that comes just before she raises her hand.

“She took a deep breath and raised her hand.”

A The class cheers when the plant is safe. • **B** Amina takes a deep breath. • **C** Amina bumps the table with her elbow.

I CAN | I can find the event that happens right before a given moment in the story.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that tells a key decision.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show where Amina decides.

STAAR asks: **Which sentence from the story best supports the idea that** Amina decides to tell the truth?

“But deep down, Amina knew that was not the right choice.”

I CAN | I can point to the exact sentence where Amina decides to tell the truth.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell a longer story in order.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own the order of the story.

Write three sentences that tell the story in order: the problem, the choice, and the fix. Use first, next, and last.

“Diego and Mei helped pick up the papers while Jamal brought a broom.”

I CAN | I can retell the problem, the choice, and the fix in the true order.



TODAY'S THINKING JOB

DEFEND

“I can explain how one event causes the next.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Defend the cause.

How does the jar breaking lead to Amina telling the truth?

“She remembered a lesson her parents often talked about at home.”

I CAN | I can explain how the crash leads to Amina's choice.



Follow the plot on your own.

Go back to the story. Find what happens right after the jar breaks. Copy the sentence that proves it.

Go back to the story.
Find what happens right after the jar breaks.
Copy the sentence that proves it.

I CAN | I can find the next event and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE Amina reaches for a green marker, and her elbow bumps the table. That bump makes the jar fall, so it starts the problem.

CHOOSE B. Amina takes a deep breath. The story says she took a deep breath and raised her hand. A is Out of order: the cheer comes at the end. C is Out of order: the bump happens when the jar breaks, much earlier.

SHOW But deep down, Amina knew that was not the right choice. This sentence shows Amina will not stay silent, so she raises her hand and tells the truth.

OWN Answers vary. Example: First, Amina bumps the table and the jar breaks. Next, Amina tells the truth and says she is sorry. Last, Diego and Mei helped pick up the papers while Jamal brought a broom, and the class cleans up.

DEFEND The crash makes Amina nervous, and because she remembered a lesson her parents often talked about at home, she chooses to tell the truth and raises her hand. A student who says the class cleaned up before the jar broke is Out of order.

YOUR TURN Answers vary. Example: The room becomes silent. Proof: For a moment, the room became completely silent.

PLOT

READ THIS PASSAGE EXCERPT.

“Everyone turned to look at the broken jar. ... She took a deep breath and raised her hand. ... ‘Thank you for telling the truth, Amina,’ she said.”

Which event happens right before Mrs. Ramirez sweeps the broken glass?

- A** The class votes on whether Amina should stay.
- B** Amina raises her hand and says she is sorry.
- C** Jamal brings a broom to help clean the mess.
- D** The class puts the plant into a new container.



PLOT

The answer is C.

- A** **The class votes on whether Amina should stay.**
Stretched or Unsupported: Not in the text. The story never has the class vote about Amina.
- B** **Amina raises her hand and says she is sorry.**
Pattern Mix-Up: Out of order. Amina says she is sorry before the cleanup, not right before the sweep.
- C** **Jamal brings a broom to help clean the mess. Correct.**
Correct. Right before Mrs. Ramirez sweeps, Jamal brings a broom to the mess.
- D** **The class puts the plant into a new container.**
Pattern Mix-Up: Out of order. The plant moves to a new container after the floor is clean.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

The conflict is the main problem the hero has to solve.

I can tell what makes the problem hard and how the hero finally solves it.

The test gives traps that put a wrong reason on a real action, so I check the story before I choose.

THIS WEEK'S FOCUS

Plot

from “The Queen Bee*”

This week we learn about **the conflict**: the main problem the hero must solve. Our TEKS is **3.8(C)**. We read the story **The Queen Bee**. STAAR asks: **Why is the problem hard for the main character to solve?**

Trap this week: **Wrong motive**, a real action with a wrong reason.

This deck teaches **the story's big problem** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

** In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*





TODAY'S THINKING JOB

NOTICE

“I can notice the first event in a story.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Notice how the story begins.

Read the first lines of **The Queen Bee**. Notice the very first event. Circle the words that tell what the brothers do.

“Two kings' sons once upon a time went into the world to seek their fortunes”

I CAN | I can notice what happens at the beginning of a story.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose the main problem in a story.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Choose the main problem.

This story has a big problem, the conflict. Pick the main problem the dwarf must solve.

“At last came the little dwarf's turn”

- A** The two brothers cannot go home because they spent all their money. • **B** The ants help the dwarf so they can find the king's pearls. • **C** The dwarf must break the castle spell by doing three very hard tasks.

I CAN | I can name the conflict and tell what the hero must do.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves an idea.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show where the problem is hard.

Which sentence from the story best supports the idea that the pearl task is very hard?

“he sat down upon a stone and cried”

I CAN | I can point to the exact sentence that proves the task is hard.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell events in the order they happen.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own the order of the tasks.

Write the three tasks the dwarf must do, in order. Use first, next, and last.

“The third task was the hardest.”

I CAN | I can retell the three tasks in order using signal words.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how one event leads to the next.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Defend the kindness.

How does the dwarf's kindness to the ants lead to the first task being done?

“the king of the ants (whose life he had saved) came to help him”

I CAN | I can defend how kindness helps the dwarf finish a task.



PLOT

Follow the plot on your own.

Go back to the story. Write the first task the dwarf must do. Copy the sentence that proves it.

Go back to the story.
Write the first task the dwarf must do.
Copy the sentence that proves it.

I CAN | I can find the first task and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE The two brothers go out into the world to seek their fortunes, and the little dwarf goes to find them. That is how the plot begins.

CHOOSE C. The dwarf must break the castle spell by doing three very hard tasks. A is Wrong part of the story: the money trouble is at the start. B is Wrong motive: the ants help because the dwarf saved their lives, not to find pearls.

SHOW This line shows the dwarf giving up: he sat down upon a stone and cried because he cannot find the pearls, so the task is very hard.

OWN Answers vary. Example: First, the dwarf must find one thousand pearls under the moss. Next, he must fish the princess's key out of the lake. Last, he must pick the youngest princess, and the third task was the hardest.

DEFEND The dwarf's kindness leads to help: because he saved the ants, the king of the ants came to help him, so all the pearls are found. A student who says the ants wanted the pearls is giving a Wrong motive.

YOUR TURN Answers vary. Example: He must find one thousand pearls under the moss. Proof: they must all be found.

PLOT

READ THIS PASSAGE EXCERPT.

“The first tablet said ... In the wood, under the moss, lie the thousand pearls belonging to the king's daughter ... but it was so hard to find the pearls, and the job was so tiresome!, so he sat down upon a stone and cried”

Why is the problem hard for the main character to solve?

- A** The brothers came to a castle where fine horses stood in the stables.
- B** The tasks are huge, like finding one thousand pearls hidden under moss.
- C** The dwarf's brothers laugh at him because he is young and simple.
- D** The ants find the pearls because they want the princess's key from the lake.



PLOT

The answer is B.

- A** **The brothers came to a castle where fine horses stood in the stables.**
Topic Trap: Setting detail, not the plot. The marble horses describe the castle; they are not the problem.
- B** **The tasks are huge, like finding one thousand pearls hidden under moss. Correct.**
Correct. The pearls lie hidden under moss and all one thousand must be found by sunset, so the task is very hard.
- C** **The dwarf's brothers laugh at him because he is young and simple.**
Another Place: Wrong part of the story. The brothers laugh at the start, before the castle problem begins.
- D** **The ants find the pearls because they want the princess's key from the lake.**
Stretched or Unsupported: Wrong motive. The ants help because the dwarf saved their lives, not to get the key.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot is the events of a story, in the order they happen.

One event can cause the next event to happen.

The test gives me Cause and effect switched traps, so I check which event really comes first.

THIS WEEK’S FOCUS

Plot

from “The Good Citizen”

This week we read **The Good Citizen** and see how **one event leads to another**. Our TEKS is **3.8(C)**, and this week's breakout is **the sequence of events**. STAAR asks: **How does the event in paragraph 12 affect the plot?** Trap this week: **Cause and effect switched**, an answer that switches which event caused which.

This deck teaches **seeing how events connect in a plot** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice a character's job in a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice Elena's job.

Read the beginning of **The Good Citizen**. Notice Elena's job at the dog shelter.

"Elena's job was simple but important."

I CAN | I can notice the responsibility that matters to the plot.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose how one event affects the plot.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Choose how the event works.

STAAR asks: **How does the event in paragraph 12 affect the plot?** Pick the answer that tells what the event does for the story.

“Later that afternoon, Elena suddenly froze.”

A It starts the worry that leads Elena to ride back to the shelter. • **B** Elena rides back to the shelter, and that makes her suddenly freeze. • **C** It shows Elena playing ball with Rusty in the yard.

I CAN | I can choose what one event causes to happen next.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves the problem.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show the forgetting.

STAAR asks: **Which sentence from the story best supports the idea that Elena forgot to feed Rusty?**

“But she could not remember filling Rusty's food bowl.”

I CAN | I can point to the sentence where Elena realizes her mistake.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell events in the order they cause each other.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own the cause and effect.

Write three sentences that tell what happens from the rush to the fix, in order. Use first, next, and last.

“Without wasting another second, Elena jumped on her bike and pedaled as fast as she could back to the shelter.”

I CAN | I can retell the rush, the worry, and the fix in the true order.



TODAY'S THINKING JOB

DEFEND

“I can explain how a mistake leads to a lesson.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Defend the connection.

How does Elena forgetting to feed Rusty lead to her learning about being a good citizen?

“Being a good citizen meant doing your job carefully, especially when others depended on you.”



I can explain how the forgetting connects to what Elena learns.



PLOT

Follow the cause on your own.

Go back to the story. Find what Elena does when she realizes she forgot to feed Rusty. Copy the sentence that proves it.

Go back to the story.
Find what Elena does when she realizes she forgot to feed
Rusty.
Copy the sentence that proves it.

I CAN | I can find what an event causes and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE The story says Elena's job was simple but important: she filled water bowls, measured food, cleaned kennels, and played with the dogs. That job matters to the plot.

SHOW But she could not remember filling Rusty's food bowl. This sentence shows Elena forgot her most important job, so she worries and rides back to the shelter.

DEFEND Forgetting to feed Rusty makes Elena ride back, and because she watches him eat, she learns that being a good citizen meant doing your job carefully, especially when others depended on you.

CHOOSE A. It starts the worry that leads Elena to ride back. Later that afternoon, Elena suddenly froze. B is Cause and effect switched: the ride comes after the freeze. C is Wrong part of the story: the ball game is in the morning.

OWN Answers vary. Example: First, Elena rushes and forgets to feed Rusty. Next, without wasting another second, Elena jumped on her bike and pedaled as fast as she could back to the shelter. Last, she feeds Rusty and feels proud.

YOUR TURN Answers vary. Example: Elena rides back to the shelter. Proof: Without wasting another second, Elena jumped on her bike and pedaled as fast as she could back to the shelter.

PLOT

READ THIS PASSAGE EXCERPT.

“Later that afternoon, Elena suddenly froze. ... She remembered taking the dogs outside. ... But she could not remember filling Rusty’s food bowl.”

How does the event in paragraph 21 affect the plot?

- A** It moves the story from worry to fixing the problem by taking Elena back to the shelter.
- B** It makes Elena forget to feed Rusty, so she rushes through her chores.
- C** It shows Elena teaching the dogs simple commands for treats.
- D** It makes Elena decide to stop volunteering at the shelter.



PLOT

The answer is A.

- A** It moves the story from worry to fixing the problem by taking Elena back to the shelter. **Correct.**

Correct. Paragraph 21 sends Elena back to the shelter, and that moves the story to the fix.

- B** It makes Elena forget to feed Rusty, so she rushes through her chores.
Reversed Meaning: Cause and effect switched. Elena forgets to feed Rusty during the morning rush, before she ever rides back.

- C** It shows Elena teaching the dogs simple commands for treats.
Another Place: Wrong part of the story. Teaching commands happens near the start, not in paragraph 21.

- D** It makes Elena decide to stop volunteering at the shelter.
Stretched or Unsupported: Not in the text. Elena never decides to stop volunteering.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A resolution is the sentence where a character's problem is finally answered.

I can prove the resolution with the exact sentence, not a sentence from another part.

The test gives me a sentence from the wrong part of the story as a trap, so I check where it comes from.

THIS WEEK'S FOCUS

Plot

from “The Mystery of the Traveling Shell”

This week we prove **the resolution** with evidence. Our TEKS is **3.8(C)**, and this week's breakout is **the resolution**. We read **The Mystery of the Traveling Shell**. STAAR asks: **Which sentence best shows how the problem is solved?** Trap this week: **Wrong part of the story**, a sentence that really happens, but comes from the middle, not the resolution.

This deck teaches **proving how the resolution is shown** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice the sentence that states the resolution.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Notice the final claim.

Read the end of the story. Notice the sentence where Emsy writes her final claim. Circle the words long-distance trade.

“The seashell probably reached Poverty Point through long-distance trade.”

I CAN | I can tell which sentence states how the problem is solved.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose the sentence that proves the resolution.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Choose the sentence that proves the resolution.

STAAR asks: Which sentence best shows how the problem is solved? Pick the sentence that is the resolution, not a clue from earlier.

“Blue lines curved across the map. They represented rivers, including the Mississippi and Ohio Rivers.”

A Blue lines curved across the map, showing rivers. • **B** Scarcity happens when people do not have everything. • **C** The shell reached Poverty Point through long-distance trade.

I CAN | I can tell a resolution sentence apart from a clue sentence.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves the resolution is reached.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show the proof of the resolution.

STAAR asks: Which sentence from the story best supports the idea that Emsy has reached her final answer?

“She drew a box around her final claim.”

I CAN | I can point to the exact sentence that shows the problem is finally solved.



PLOT

TODAY'S THINKING JOB

OWN

“I can tell a resolution sentence apart from a clue sentence.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own the resolution sentence.

Write the sentence that is the true resolution, then write one clue sentence that is from the wrong part.

“Fourth, archaeologists had discovered other materials, including copper, that also came from distant locations.”

I CAN

I can write the resolution sentence and explain why a clue sentence is from a different part.



PLOT

TODAY'S THINKING JOB

DEFEND

"I can explain why a sentence from the middle cannot prove the resolution."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the real resolution sentence.

A student picked the sentence about scarcity as proof of the resolution. How is that sentence connected to the middle of the story, not the ending? Explain the real proof.

"Emsy closed her notebook and looked once more at the quiet shell behind the glass."

I CAN | I can defend the sentence that truly proves the resolution.



PLOT

Prove the resolution on your own.

Go back to the story. Write how the problem is solved. Copy the sentence that best proves it.

Go back to the story.
Write how the problem is solved.
Copy the sentence that best proves it.

I CAN | I can find the resolution and prove it with the best sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE Emsy writes that the shell probably reached Poverty Point through long-distance trade. That sentence states the resolution.

CHOOSE C. The shell reached Poverty Point through long-distance trade. A is Wrong part of the story: the rivers are a clue from the middle. B is Wrong part of the story: scarcity is explained in the middle, not the ending.

SHOW She drew a box around her final claim, and that claim is the sentence about long-distance trade. Boxing it shows this is the true ending, not a clue.

OWN Answers vary. Example: Resolution, the shell reached Poverty Point through long-distance trade. Clue from the wrong part, the copper clue, which comes from the middle of the story.

DEFEND Scarcity explains why people traded, so it is from the middle, not the final answer. Emsy closed her notebook and looked once more at the shell, confirming the trade claim as the ending. The student names Wrong part of the story.

YOUR TURN Answers vary. Example: The shell reached Poverty Point through long-distance trade. Proof: The seashell probably reached Poverty Point through long-distance trade.

PLOT

READ THIS PASSAGE EXCERPT.

“Blue lines curved across the map. They represented rivers, including the Mississippi and Ohio Rivers. ... She drew a box around her final claim. ... The seashell probably reached Poverty Point through long-distance trade.”

Which sentence best shows how the problem is solved?

- A** Blue lines curved across the map, showing rivers.
- B** The seashell probably reached Poverty Point through long-distance trade.
- C** Scarcity happens when people do not have everything they want or need.
- D** Emsy pulled a miniature notebook from her backpack.



PLOT

The answer is B.

- A** **Blue lines curved across the map, showing rivers.**
Another Place: Wrong part of the story. The rivers are a clue from the middle, not the resolution.
- B** **The seashell probably reached Poverty Point through long-distance trade. Correct.**
Correct. This sentence is the final claim that states how the problem is solved.
- C** **Scarcity happens when people do not have everything they want or need.**
Another Place: Wrong part of the story. This explanation comes from the middle, not the ending.
- D** **Emsy pulled a miniature notebook from her backpack.**
Another Place: Wrong part of the story. This happens near the beginning, long before the resolution.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot is a chain of events, and each event happens in a true order.

I can retell several events in the exact order the story gives them.

The test gives me a list with events out of order, so I check the order against the text.

THIS WEEK'S FOCUS

Plot

from “Crash”

This week we learn to **retell the plot in order**. Our TEKS is **3.8(C)**, and this week's breakout is **the sequence of events**. We read **Crash**. STAAR asks: **Which list shows the events in the order they happen?** Trap this week: **Out of order**, events that really happen, but are not listed in the true order.

This deck teaches **retelling the plot in order** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice the event that starts the plot's problem.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Notice the crash.

Read the moment the jar breaks. Notice what Amina does right before the crash. Circle the words that tell what happens first.

“A few minutes later, Amina reached across the table for a green marker.”

I CAN | I can tell what happens right before a key event in the plot.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose the list that shows events in the true order.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Choose the list in the right order.

STAAR asks: Which list shows the events in the order they happen? Pick the list that matches the true order in the story.

“The glass jar fell to the floor and shattered.”

A Amina raises her hand, the jar breaks, the class cleans up. • **B** The jar breaks, Amina raises her hand, the class cleans up. • **C** The class cleans up, the jar breaks, Amina raises her hand.

I CAN | I can tell a correct order apart from a list that is out of order.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves the true order of events.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show the order with proof.

STAAR asks: Which sentence from the story best supports the idea that Amina confesses right after the jar breaks?

“Taking a deep breath, she slowly raised her hand.”

I CAN | I can point to the exact sentence that supports the order of two events.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell three events in the order they happen.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own the order of events.

Write three sentences that retell the plot in order, using first, next, and last.

“Diego and Mei picked up scattered papers.”

I CAN | I can retell events using first, next, and last in the true order.



TODAY'S THINKING JOB

DEFEND

“I can explain the true order of two events in a story.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Defend the true order.

A student wrote that the class cleans up before the jar breaks. How are these two events really connected in the story? Explain the true order.

“Jamal brought a broom from the supply closet.”

I CAN | I can defend the real order of events and explain how one leads to the next.



Order the plot on your own.

Go back to the story. Write the event that happens right after Amina raises her hand. Copy the sentence that proves it.

Go back to the story.
Write the event that happens right after Amina raises her hand.
Copy the sentence that proves it.

I CAN | I can find what happens next and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE Amina reaches across the table for a green marker, and that action happens right before the jar crashes.

CHOOSE B. The jar breaks, Amina raises her hand, the class cleans up. A is Out of order: Amina raises her hand after the jar breaks, not before. C is Out of order: the class cleans up last, not first.

SHOW Taking a deep breath, she slowly raised her hand. This sentence comes right after the jar breaks, proving Amina confesses soon after.

OWN Answers vary. Example: First, the jar falls and breaks. Next, Amina raises her hand and tells the truth. Last, the class works together to clean up the mess.

DEFEND The jar breaks first, and that leads to the cleanup, not the other way around. Jamal brought a broom from the supply closet only after the jar broke and Amina confessed, so the mess causes the cleanup. The student's order is Out of order.

YOUR TURN Answers vary. Example: Amina tells Mrs. Ramirez she bumped the table. Proof: I'm sorry, Mrs. Ramirez, she said.

PLOT

READ THIS PASSAGE EXCERPT.

“A few minutes later, Amina reached across the table for a green marker. ... Taking a deep breath, she slowly raised her hand. ... Diego and Mei picked up scattered papers.”

Which list shows the events in the order they happen?

- A** Amina confesses, the jar breaks, the class cleans up.
- B** The class cleans up, Amina confesses, the jar breaks.
- C** The jar breaks, Amina confesses, the class cleans up.
- D** The class cleans up, the jar breaks, Amina confesses.



PLOT

The answer is C.

- A Amina confesses, the jar breaks, the class cleans up.**
Pattern Mix-Up: Out of order. Amina confesses after the jar breaks, not before.
- B The class cleans up, Amina confesses, the jar breaks.**
Pattern Mix-Up: Out of order. The cleanup happens last, after both other events.
- C The jar breaks, Amina confesses, the class cleans up. Correct.**
Correct. The jar breaks first, Amina confesses next, and the class cleans up last.
- D The class cleans up, the jar breaks, Amina confesses.**
Pattern Mix-Up: Out of order. The cleanup cannot happen before the jar breaks.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A character's choice can make the problem in a story bigger.

I can tell the true reason for a choice apart from a wrong motive.

The test gives me a wrong motive as a trap, so I check why a character really acts.

THIS WEEK'S FOCUS

Plot

from “The Good Citizen”

This week we learn how **a character's choice** adds to **the conflict**. Our TEKS is **3.8(C)**, and this week's breakout is **the conflict**. We read **The Good Citizen**. STAAR asks: **How does the main character's choice add to the problem?** Trap this week: **Wrong motive**, a real action with a reason the text never gives.

This deck teaches **seeing how a choice adds to the problem** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PLOT

TODAY'S THINKING JOB

NOTICE

“I can notice a choice a character makes.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Notice Elena's choice.

Read about Elena's busy Saturday. Notice the choice she makes because she wants to meet her friends. Circle the words that show she is rushing.

“She still completed her tasks, but she moved much faster than usual.”

I CAN | I can tell what choice a character makes and why.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose how a character's choice adds to the problem.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Choose how the choice adds to the problem.

STAAR asks: How does the main character's choice add to the problem? Pick the true reason Elena's choice makes the problem bigger.

“Rusty chased a tennis ball across the yard and happily returned it each time Elena threw it.”

- A** Elena rushes through chores, so she forgets to feed Rusty. • **B** Elena stops liking dogs, so she never returns to the shelter. • **C** Elena decides she no longer wants to volunteer at all.

I CAN | I can tell the true effect of a choice apart from a wrong motive.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves a choice adds to the problem.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show how the choice adds to the problem.

STAAR asks: Which sentence from the story best supports the idea that Elena's hurry causes a problem?

“But she could not remember filling Rusty's food bowl.”

I CAN | I can point to the exact sentence that supports how a choice causes trouble.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell a character's choice and its effect on the problem.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own the choice and its effect.

Write two sentences that explain Elena's choice and how it adds to the problem.

“She put away supplies, checked the exercise yard, and prepared to leave.”

I CAN | I can explain a choice and the problem it causes.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain why a real action can still have the wrong stated reason.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Defend the true reason.

A student wrote that Elena forgets to feed Rusty because she stops caring about him. How is that connected to what the story really shows about her choice? Explain the real reason.

“Feeling rushed, Elena hurried through the rest of her chores.”

I CAN | I can defend the true motive behind a character's choice.



PLOT

Explain the choice on your own.

Go back to the story. Write how Elena's choice adds to the problem. Copy the sentence that proves it.

Go back to the story.
Write how Elena's choice adds to the problem.
Copy the sentence that proves it.

I CAN | I can find how a choice adds to the problem and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE Elena chooses to rush through her chores because she wants to meet her friends at the park. That choice starts the problem.

CHOOSE A. Elena rushes through chores, so she forgets to feed Rusty. B is Wrong motive: the text never says Elena stops liking dogs. C is Wrong motive: Elena never decides to stop volunteering.

SHOW But she could not remember filling Rusty's food bowl. This sentence shows that Elena's rushing earlier caused her to forget an important job.

OWN Answers vary. Example: Elena chooses to hurry through her chores so she can meet her friends. Because she rushes, she forgets to feed Rusty, and that adds to the problem.

DEFEND Elena still cares about Rusty, so not caring is not connected to the real reason. Feeling rushed, Elena hurried through the rest of her chores, and that rushing caused her to forget the food bowl. The student names Wrong motive.

YOUR TURN Answers vary. Example: Elena rushes through her chores and forgets to feed Rusty. Proof: But she could not remember filling Rusty's food bowl.

PLOT

READ THIS PASSAGE EXCERPT.

“She still completed her tasks, but she moved much faster than usual. ... Rusty chased a tennis ball across the yard and happily returned it each time Elena threw it. ... But she could not remember filling Rusty’s food bowl.”

How does the main character's choice add to the problem?

- A** Elena decides she no longer wants to volunteer at the shelter.
- B** Elena stops liking dogs after that Saturday.
- C** Elena tells the shelter manager she is quitting.
- D** Elena rushes through her chores, so she forgets to feed Rusty.



PLOT

The answer is D.

- A** **Elena decides she no longer wants to volunteer at the shelter.**
Stretched or Unsupported: Wrong motive. The story never says Elena wants to quit.
- B** **Elena stops liking dogs after that Saturday.**
Stretched or Unsupported: Wrong motive. Elena still cares about Rusty the whole story.
- C** **Elena tells the shelter manager she is quitting.**
Stretched or Unsupported: Not in the text. Elena never tells the manager she is quitting.
- D** **Elena rushes through her chores, so she forgets to feed Rusty. Correct.**
Correct. Elena's choice to rush is exactly why she forgets to fill Rusty's food bowl.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

Every part of a story can matter: one event can cause the next.

I can follow the sequence of events and tell why a paragraph is important to the plot.

The test gives traps that name setting details, so I check the story before I choose.

THIS WEEK'S FOCUS

Plot

from “The Golden Goose*”

This week we learn why **each paragraph matters to the plot**: the events in one part can cause the events in the next part. Our TEKS is **3.8(C)**, and this week's breakout is **the sequence of events**. We read the story **The Golden Goose**. STAAR asks: **Why is paragraph 8 important to the plot?** Trap this week: **Setting detail, not the plot**, words that only tell time or place and do not drive the story.

This deck teaches **why each part matters** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

** In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*



PLOT

TODAY'S THINKING JOB

NOTICE

“I can notice the first event in a story.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Notice how the story begins.

Read the first lines of **The Golden Goose**. Notice the very first event. Circle the words that tell who the youngest son is.

“There was a man who had three sons, the youngest of whom was called Dummling”

I CAN | I can notice what happens at the beginning of a story.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose the event that happens next.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Choose what happens next.

Which event happens **right after** Dummling shares his cake with the little grey man? Pick the event that comes next.

“it was a fine sweet cake, and the sour beer had become good wine”

- A** The eldest brother refuses to share and hurts his arm. • **B** The cake turns into fine sweet cake and the beer into good wine. • **C** The three girls get stuck to the golden goose.

I CAN | I can put events in order and choose the one that comes next.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves an idea.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show what makes her laugh.

Which sentence from the story best supports the idea that the golden goose makes the princess laugh?

“as soon as she saw the seven people running on and on, one behind the other, she began to laugh quite loudly”

I CAN | I can point to the exact sentence that proves the goose makes her laugh.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell events in the order they happen.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own the order of the middle.

Write three events from the middle of the story in order. Use first, next, and last.

“The next morning Dummling took the goose under his arm and set out”

I CAN | I can retell three events in order using signal words.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how one event leads to the next.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Defend paragraph 8.

How does the event in paragraph 8 lead to the princess laughing?

“Since you have a good heart, and are willing to divide what you have, I will give you good luck.”

I CAN | I can defend how paragraph 8 connects to the end of the story.



Follow the plot on your own.

Go back to the story. Write what Dummling finds at the roots of the old tree. Copy the sentence that proves it.

Go back to the story.
Write what Dummling finds at the roots of the old tree.
Copy the sentence that proves it.

I CAN | I can find what Dummling finds and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE The story begins with a man who has three sons, and everyone despises the youngest, **Dummling**. That is how the plot starts.

CHOOSE B. The cake turns into fine sweet cake and the beer into good wine. A is Out of order: the eldest brother's accident happens before Dummling goes to the forest. C is Out of order: the girls get stuck to the goose much later.

SHOW This line shows that as soon as she saw the seven people running on and on, one behind the other, she began to laugh quite loudly, so the line of stuck people makes the princess laugh.

OWN Answers vary. Example: First, the three girls try to pull golden feathers and stick fast. Next, the parson and the sexton stick fast too. Last, Dummling took the goose under his arm and set out, with seven people running behind.

DEFEND Paragraph 8 matters: Dummling shares his cake, so the little man says I will give you good luck, and the golden goose makes the princess laugh. A student who points to the forest trees is naming a Setting detail, not the plot.

YOUR TURN Answers vary. Example: He finds a goose with golden feathers. Proof: there was a goose sitting in the roots with feathers of pure gold.

PLOT

READ THIS PASSAGE EXCERPT.

“Since you have a good heart, and are willing to divide what you have, I will give you good luck. ... There stands an old tree, cut it down, and you will find something at the roots. ... when it fell there was a goose sitting in the roots with feathers of pure gold”

Why is paragraph 8 important to the plot?

- A** It tells where the old tree stood and what the forest around it looked like.
- B** It is where Dummling's kindness earns him the golden goose.
- C** It tells how the parson got stuck to the three girls in the fields.
- D** It tells how Dummling built the sailing ship with his own hands.



PLOT

The answer is B.

It tells where the old tree stood and what the forest around it looked like.

- A** Topic Trap: Setting detail, not the plot. Where the tree stood is a detail; what matters is the goose inside the roots.

It is where Dummling's kindness earns him the golden goose. Correct.

- B** Correct. Because Dummling shares his food, the little man promises good luck, so he finds the golden goose that drives the story.

It tells how the parson got stuck to the three girls in the fields.

- C** Another Place: Wrong part of the story. The parson sticks fast in paragraph 14, not in paragraph 8.

It tells how Dummling built the sailing ship with his own hands.

- D** Stretched or Unsupported: Not in the text. The little grey man gives the ship; the story never says Dummling builds it.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

After a problem is solved, a character can understand something new.

I can tell the real change in a character apart from an idea the text never says.

The test gives me a change not in the text as a trap, so I check what the ending really shows.

THIS WEEK'S FOCUS

Plot

from “The Mystery of the Traveling Shell”

This week we learn **how the main character is different** after the problem is solved. Our TEKS is **3.8(C)**, and this week's breakout is **the resolution**.

We read **The Mystery of the Traveling Shell**. STAAR asks: **How is the main character different after the problem is solved?** Trap this week: **Not in the text**, a change the story never actually says.

This deck teaches **seeing how the resolution changes the character** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice how a character first thinks about a problem.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Notice how Emsy first saw the shell.

Read the beginning of the story again. Notice how Emsy first thought about the shell. Circle the words that show she thought it was simply in the wrong place.

“When she had first seen it, she thought it was simply a pretty object in the wrong place.”

I CAN | I can tell what a character believes before the problem is solved.



TODAY'S THINKING JOB

CHOOSE

“I can choose the true change in a character after the problem is solved.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Choose how Emsy changes.

STAAR asks: How is the main character different after the problem is solved? Pick the true change in Emsy by the end of the story.

“Emsy closed her notebook and looked once more at the quiet shell behind the glass.”

A Emsy decides she never wants to visit a museum again. • **B** Emsy becomes afraid of old objects in museums. • **C** Emsy now understands that even a small object can reveal a big story.

I CAN | I can tell a real change apart from an idea the text never gives.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves a character's new understanding.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show how Emsy changes.

STAAR asks: Which sentence from the story best supports the idea that Emsy understands something new by the end?

“Artifacts were clues. Maps were clues. Rivers were clues. Even distance could become evidence.”

I CAN | I can point to the exact sentence that supports how a character changes.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell how a character changes after a problem is solved.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own the change in the character.

Write two sentences that explain how Emsy is different at the end of the story compared to the beginning.

“And sometimes, Emsy realized, the smallest object could reveal an enormous story about how people traveled, traded, solved problems, and connected with one another long ago.”

I CAN

I can explain a character's change using evidence from the ending.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain why an idea not in the text cannot describe a character's change.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Defend the true change.

A student wrote that Emsy becomes afraid of museums by the end of the story. How is that connected to what the ending really shows about her? Explain the true change.

“She drew a box around her final claim.”

I CAN | I can defend the true change in a character using the resolution.



Explain the change on your own.

Go back to the story. Write how Emsy is different at the end. Copy the sentence that proves it.

Go back to the story.
Write how Emsy is different at the end.
Copy the sentence that proves it.

I CAN | I can find the change in a character and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE At first, Emsy thinks the shell is just a pretty object that is in the wrong place. That is how she sees it before solving the mystery.

CHOOSE C. Emsy now understands that even a small object can reveal a big story. A is Not in the text: the story never says Emsy avoids museums. B is Not in the text: Emsy is never described as afraid.

SHOW Artifacts were clues. Maps were clues. Rivers were clues. This sentence proves Emsy now sees many ordinary things as evidence, which she did not see that way before.

OWN Answers vary. Example: At first, Emsy thought the shell was just out of place. By the end, she realizes a small object can reveal an enormous story about the past.

DEFEND Fear is never mentioned, so it is not connected to the ending at all. After she drew a box around her final claim, the story shows her new understanding that a small object can reveal a big story. The student names Not in the text.

YOUR TURN Answers vary. Example: Emsy now understands a small object can reveal a big story. Proof: Now she understood something different.

PLOT

READ THIS PASSAGE EXCERPT.

“When she had first seen it, she thought it was simply a pretty object in the wrong place. ... Now she understood something different. ... Artifacts were clues. Maps were clues. Rivers were clues.”

How is the main character different after the problem is solved?

- A** Emsy decides she never wants to study history again.
- B** Emsy becomes afraid of museums after this visit.
- C** Emsy forgets about the shell soon after leaving the museum.
- D** Emsy now understands that a small object can reveal a big story.



PLOT

The answer is D.

- A Emsy decides she never wants to study history again.**
Stretched or Unsupported: Not in the text. The story never says Emsy stops studying history.
- B Emsy becomes afraid of museums after this visit.**
Stretched or Unsupported: Not in the text. Fear is never mentioned in the story.
- C Emsy forgets about the shell soon after leaving the museum.**
Stretched or Unsupported: Not in the text. Emsy remembers and understands the shell by the end.
- D Emsy now understands that a small object can reveal a big story. Correct.**
Correct. This is the new understanding Emsy gains by the end of the story.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

The turning point is the event that changes the direction of the plot.

I can tell the true turning point apart from an event from the wrong part of the story.

The test gives me an event from the wrong part as a trap, so I check which event truly turns the story.

THIS WEEK’S FOCUS

Plot

from “Crash”

This week we learn to find **the turning point** of a story. Our TEKS is **3.8(C)**, and this week's breakout is **the sequence of events**. We read **Crash**. STAAR asks: **Which event is the turning point of the story?** Trap this week: **Wrong part of the story**, an event that really happens, but is not the one that turns the plot.

This deck teaches **finding the turning point of a story** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice how a character feels right before a turning point.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Notice the moment before the turn.

Read the paragraph right before Amina speaks up. Notice how worried she feels. Circle the words that show her fear.

“Amina's heart started to race. Everyone turned to look at the broken jar.”

I CAN | I can tell how a character feels right before the plot turns.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose the turning point of a story.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Choose the turning point.

STAAR asks: Which event is the turning point of the story? Pick the event that truly changes the direction of the plot.

“Amina took a deep breath and raised her hand.”

A The jar falls to the floor and breaks. • **B** Amina takes a deep breath and raises her hand. • **C** Diego and Mei help pick up the papers.

I CAN | I can tell the turning point apart from an event from the wrong part.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves the turning point of the story.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show the turning point.

STAAR asks: Which sentence from the story best supports the idea that Amina's choice changes the story?

“‘I'm sorry, Mrs. Ramirez,’ she said.”

I CAN | I can point to the exact sentence that supports the turning point.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell what happens before and after a turning point.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own the turning point.

Write two sentences that explain what happens right before and right after the turning point.

“Thank you for telling the truth, Amina. Accidents happen, but being honest shows responsibility.”

I CAN

I can explain the turning point using what happens right before and after it.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain why the true turning point is different from an earlier event.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Defend the real turning point.

A student wrote that the jar breaking is the turning point of the story. How is that connected to what happens right after Amina's choice? Explain the real turning point.

“Diego and Mei helped pick up the papers while Jamal brought a broom.”

I CAN | I can defend the real turning point using what happens after it.



Find the turn on your own.

Go back to the story. Write the event that is the turning point. Copy the sentence that proves it.

Go back to the story.
Write the event that is the turning point.
Copy the sentence that proves it.

I CAN | I can find the turning point and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE Amina's heart races after the jar breaks. That worried feeling comes right before the turning point of the story.

CHOOSE B. Amina takes a deep breath and raises her hand. A is Wrong part of the story: the jar breaking starts the problem, but it is not the turning point. C is Wrong part of the story: the cleanup happens after the turn, not during it.

SHOW I'm sorry, Mrs. Ramirez, she said. I bumped the table and knocked it over. This sentence proves Amina's choice to tell the truth is the turning point of the story.

OWN Answers vary. Example: Before the turning point, Amina feels worried and thinks about staying quiet. After the turning point, Mrs. Ramirez thanks her for telling the truth.

DEFEND The jar breaking only starts the problem, not the turn. Diego and Mei helped pick up the papers only after Amina confesses, showing her choice is the real turning point. The student names Wrong part of the story.

YOUR TURN Answers vary. Example: Amina decides to tell the truth. Proof: Amina took a deep breath and raised her hand.

PLOT

READ THIS PASSAGE EXCERPT.

“Amina's heart started to race. ... Amina took a deep breath and raised her hand. ... Diego and Mei helped pick up the papers while Jamal brought a broom.”

Which event is the turning point of the story?

- A** Mrs. Ramirez asks the class what happened.
- B** Diego and Mei help pick up the papers.
- C** Amina takes a deep breath and raises her hand.
- D** The glass jar falls to the floor and breaks.



PLOT

The answer is C.

- A Mrs. Ramirez asks the class what happened.**
Another Place: Wrong part of the story. This happens before the turning point, not at it.
- B Diego and Mei help pick up the papers.**
Another Place: Wrong part of the story. The cleanup happens after the turning point, not at it.
- C Amina takes a deep breath and raises her hand. Correct.**
Correct. This is the choice that changes the direction of the story.
- D The glass jar falls to the floor and breaks.**
Another Place: Wrong part of the story. This starts the problem, but it is not the turning point.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A conflict is the problem the characters in a story must work through.

I can tell which character really causes or faces part of the problem.

The test gives me the wrong character as a trap, so I check who really did what.

THIS WEEK’S FOCUS

Plot

from “Crash”

This week we learn about **the conflict** the characters face. Our TEKS is **3.8(C)**, and this week's breakout is **the conflict**. We read **Crash**. STAAR asks: **What problem do the characters face?** Trap this week: **Wrong character**, a real event, but done by a different character than the choice says.

This deck teaches **finding the problem the characters face together** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PLOT

TODAY'S THINKING JOB

NOTICE

“I can notice which character causes an event.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Notice who bumps the table.

Read the moment the jar falls. Notice exactly which character's elbow bumps the table. Circle that character's name.

“While reaching for a green marker, Amina's elbow bumped the table.”

I CAN | I can tell exactly which character causes a key event.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose the true problem the characters face.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Choose the problem the characters face.

STAAR asks: What problem do the characters face? Pick the true problem the whole class must work through together.

“Soil had spilled across the floor, and the small plant lay beside the pieces of glass.”

- A** Diego must decide whether to tell Mrs. Ramirez the truth. • **B** Jamal must find a new plant for the science project. • **C** The class must deal with the broken jar honestly.

I CAN

I can tell the real problem apart from one blamed on the wrong character.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves which character faces the choice.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show whose problem it is.

STAAR asks: Which sentence from the story best supports the idea that Amina is the one who must decide what to do?

“For a moment, Amina wondered if she should stay quiet.”

I CAN | I can point to the exact sentence that supports who truly faces the conflict.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell a problem and name the character who faces it.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own the problem and the character.

Write two sentences that explain the problem the class faces and which character must make the hardest choice.

“Diego and Mei helped pick up the papers while Jamal brought a broom.”

I CAN | I can explain the conflict and correctly name the character involved.



TODAY'S THINKING JOB

DEFEND

“I can explain why a choice belongs to one character and not another.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Defend the right character.

A student wrote that Diego is the character who must decide whether to confess. How is that connected to who really bumps the table in the story? Explain who truly faces the choice.

“She knew the plant had been part of the class project, and she did not want anyone to be upset with her.”

I CAN

I can defend the correct character using evidence from the story.



PLOT

Name the problem and character on your own.

Go back to the story. Write the problem the characters face and name the character who must decide what to do. Copy the sentence that proves it.

Go back to the story.

Write the problem the characters face.

Name the character who decides.

Copy the sentence that proves it.

I CAN

I can name the conflict and the right character and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE Amina's elbow bumps the table, not Diego, Mei, or Jamal. Amina is the character who causes the jar to fall.

CHOOSE C. The class must deal with the broken jar honestly. A is Wrong character: it is Amina, not Diego, who must decide to tell the truth. B is Wrong character: Jamal never has to find a new plant.

SHOW For a moment, Amina wondered if she should stay quiet. This sentence proves the choice belongs to Amina, not to Diego, Mei, or Jamal.

OWN Answers vary. Example: The class faces a broken jar and a damaged plant. Amina is the character who must decide whether to admit she caused it.

DEFEND Diego never bumps the table, so the choice is not his. Amina knew the plant had been part of the class project and did not want anyone upset with her, so she is the one who must confess. The student names Wrong character.

YOUR TURN Answers vary. Example: The problem is the broken jar; Amina must decide to confess. Proof: For a moment, Amina wondered if she should stay quiet.

PLOT

READ THIS PASSAGE EXCERPT.

“While reaching for a green marker, Amina’s elbow bumped the table. ... Soil had spilled across the floor, and the small plant lay beside the pieces of glass. ... For a moment, Amina wondered if she should stay quiet.”

What problem do the characters face?

- A** Mei must decide whether to tell Mrs. Ramirez the truth.
- B** Jamal must replace the broken glass jar before class ends.
- C** Diego must clean the kennels before the end of the day.
- D** The class must deal with a broken jar and decide whether to be honest about it.



PLOT

The answer is D.

- A** **Mei must decide whether to tell Mrs. Ramirez the truth.**
Another Place: Wrong character. It is Amina, not Mei, who must decide to tell the truth.
- B** **Jamal must replace the broken glass jar before class ends.**
Another Place: Wrong character. Jamal brings a broom, but he never replaces the jar.
- C** **Diego must clean the kennels before the end of the day.**
Stretched or Unsupported: Not in the text. There are no kennels in this story at all.
- D** **The class must deal with a broken jar and decide whether to be honest about it. Correct.**
Correct. This is the shared problem the characters face, centered on Amina's choice to be honest.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

One event often leads to the resolution that solves the problem.

I can tell the true cause apart from a cause and effect that are switched.

The test gives me a switched cause and effect as a trap, so I check which event truly comes first.

THIS WEEK’S FOCUS

Plot

from “The Good Citizen”

This week we learn **what leads to the resolution**. Our TEKS is **3.8(C)**, and this week's breakout is **the resolution**. We read **The Good Citizen**. STAAR asks: **What leads to the problem being solved?** Trap this week: **Cause and effect switched**, an answer that reverses which event caused which.

This deck teaches **finding what leads to the resolution** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice the moment a character suddenly remembers something important.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Notice the sudden thought.

Read the moment Elena is at the park. Notice the sudden thought that rushes into her mind. Circle the words that show she suddenly worries.

“As Elena sat on a park bench drinking water, a sudden thought rushed into her mind.”

I CAN | I can tell when a sudden memory starts leading toward a resolution.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose what truly leads to the problem being solved.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Choose what leads to the resolution.

STAAR asks: What leads to the problem being solved? Pick the true cause that leads Elena to fix the problem.

“She pedaled away as quickly as she could.”

- A** Elena remembers Rusty, so she rides back to the shelter. • **B** Elena feeds Rusty, so she suddenly remembers she forgot him. • **C** Elena's friends remind her about Rusty, so she rides back.

I CAN | I can tell the true cause apart from a cause and effect that are switched.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves what leads to the resolution.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show what leads to the resolution.

STAAR asks: Which sentence from the story best supports the idea that Elena's memory leads her to fix the problem?

“Without saying much to her friends, Elena grabbed her bike.”

I CAN | I can point to the exact sentence that supports the cause of the resolution.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell a cause and the resolution it leads to.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own the cause and the resolution.

Write two sentences that explain what leads to the resolution and the resolution itself.

“As she raced down the sidewalk, Elena thought about Rusty.”

I CAN | I can explain how one event causes the resolution that follows.



TODAY'S THINKING JOB

DEFEND

“I can explain why a cause and effect cannot be switched.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Defend the true cause.

A student wrote that feeding Rusty causes Elena to remember she forgot him. How is that connected to the real order of events? Explain what truly leads to the resolution.

“The ride back felt much longer than usual.”



I can defend the true cause of the resolution using the real order of events.



PLOT

Find the cause on your own.

Go back to the story. Write what leads to the problem being solved. Copy the sentence that proves it.

Go back to the story.
Write what leads to the problem being solved.
Copy the sentence that proves it.

I CAN | I can find the cause of the resolution and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE A sudden thought rushes into Elena's mind while she sits at the park. That worried thought is what leads her back to the shelter.

CHOOSE A. Elena remembers Rusty, so she rides back to the shelter. B is Cause and effect switched: the memory comes before the feeding, not after. C is Not in the text: her friends never remind her about Rusty.

SHOW Without saying much to her friends, Elena grabbed her bike. This sentence proves her memory about Rusty leads her to act and solve the problem.

OWN Answers vary. Example: Elena remembers she forgot to feed Rusty, so she pedals back to the shelter. Because she returns, she is able to fill his food bowl and solve the problem.

DEFEND Feeding Rusty cannot cause the memory; the memory happens first. The ride back felt much longer than usual only because Elena was already worried, showing the memory is the true cause. The student names Cause and effect switched.

YOUR TURN Answers vary. Example: Elena remembers she forgot to feed Rusty. Proof: A sudden thought rushed into her mind.

PLOT

READ THIS PASSAGE EXCERPT.

“As Elena sat on a park bench drinking water, a sudden thought rushed into her mind. ... Without saying much to her friends, Elena grabbed her bike. ... The ride back felt much longer than usual.”

What leads to the problem being solved?

- A** Rusty barks loudly until Elena remembers him.
- B** Elena remembers she forgot to feed Rusty, so she rides back to the shelter.
- C** The shelter manager calls Elena at the park.
- D** Elena feeds Rusty, so she suddenly remembers she forgot him.



PLOT

The answer is B.

- A Rusty barks loudly until Elena remembers him.**
Stretched or Unsupported: Not in the text. Rusty's barking is never what reminds Elena.
- B Elena remembers she forgot to feed Rusty, so she rides back to the shelter. Correct.**
Correct. Her sudden memory is the true cause that leads her to fix the problem.
- C The shelter manager calls Elena at the park.**
Stretched or Unsupported: Not in the text. No phone call happens in the story.
- D Elena feeds Rusty, so she suddenly remembers she forgot him.**
Reversed Meaning: Cause and effect switched. The memory happens before the feeding, not after.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

One event in a plot matters more than the others because it changes everything.

I can tell the most important event apart from a small detail that does not drive the plot.

The test gives me a small detail as a trap, so I check which event truly changes the story.

THIS WEEK’S FOCUS

Plot

from “The Good Citizen”

This week we defend **the most important event** in a plot. Our TEKS is **3.8(C)**, and this week's breakout is **the sequence of events**. We read **The Good Citizen**. STAAR asks: **Which event is most important to the plot?** Trap this week: **Small detail, not a plot event**, something that really happens, but does not drive the plot.

This deck teaches **defending the most important event** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PLOT

TODAY'S THINKING JOB

NOTICE

“I can notice a small detail that does not drive the plot.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Notice a small detail.

Read about Elena's Saturday routine. Notice a small detail about her chores that does not change the whole story. Circle the words that describe it.

“She always checked the water bowls first.”

I CAN | I can tell a small routine detail apart from an important plot event.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose the most important event in a plot.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Choose the most important event.

STAAR asks: Which event is most important to the plot? Pick the event that truly changes what happens in the story.

“The realization hit her all at once. She had forgotten.”

A Elena smiles proudly when the manager praises her. • **B** Elena realizes she forgot to feed Rusty and rushes back. • **C** Elena waves goodbye to Rusty before she leaves.

I CAN | I can tell the most important event apart from a small detail.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves why an event is the most important.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show why the event is important.

STAAR asks: Which sentence from the story best supports the idea that Elena's realization changes everything?

“A terrible feeling rushed over her.”

I CAN

I can point to the exact sentence that supports the most important event.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell the most important event in a plot.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own the most important event.

Write two sentences that explain the most important event and one small detail that is not as important.

“Without another word, she grabbed her bike and started pedaling toward the shelter.”

I CAN

I can explain the most important event and tell it apart from a small detail.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain why a small detail is not the most important event.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Defend the most important event.

A student wrote that Elena waving goodbye to Rusty is the most important event. How is that connected to what really changes the story? Explain the true most important event.

“The ride back felt much longer than usual.”

I CAN

I can defend the real most important event using what changes the story.



PLOT

Defend the event on your own.

Go back to the story. Write the most important event in the plot. Copy the sentence that proves it.

Go back to the story.
Write the most important event in the plot.
Copy the sentence that proves it.

I CAN | I can find the most important event and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE Checking the water bowls first is part of her normal routine. It is a small detail, not the big event that changes the story.

CHOOSE B. Elena realizes she forgot to feed Rusty and rushes back. A is Small detail, not a plot event: smiling at praise does not change the story. C is Small detail, not a plot event: waving goodbye is just a routine action.

SHOW A terrible feeling rushed over her. This sentence shows that Elena's realization is powerful enough to change what she does next.

OWN Answers vary. Example: The most important event is Elena realizing she forgot Rusty and riding back. A small detail, like checking the water bowls first, does not change the whole story.

DEFEND Waving goodbye is a small detail that does not change anything. The ride back felt much longer than usual only because Elena's realization about Rusty already changed what she needed to do. The student names Small detail, not a plot event.

YOUR TURN Answers vary. Example: Elena realizes she forgot to feed Rusty. Proof: A terrible feeling rushed over her.

PLOT

READ THIS PASSAGE EXCERPT.

“She always checked the water bowls first. ... The realization hit her all at once. She had forgotten. ... A terrible feeling rushed over her.”

Which event is most important to the plot?

- A** Elena checks the water bowls first, as always.
- B** Elena waves goodbye to Rusty before she leaves.
- C** Elena realizes she forgot to feed Rusty and rushes back to fix it.
- D** Elena smiles when the shelter manager praises her.



PLOT

The answer is C.

- A Elena checks the water bowls first, as always.**
Topic Trap: Small detail, not a plot event. Checking the water is part of her normal routine.
- B Elena waves goodbye to Rusty before she leaves.**
Topic Trap: Small detail, not a plot event. Waving goodbye does not change the plot.
- C Elena realizes she forgot to feed Rusty and rushes back to fix it. Correct.**
Correct. This realization is the event that truly changes what happens in the rest of the story.
- D Elena smiles when the shelter manager praises her.**
Topic Trap: Small detail, not a plot event. A smile does not drive the plot forward.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot is the events of a story, in the order they happen.

One event can cause the next event, like a bump that breaks a jar.

The test gives me traps that switch the cause and the effect, so I check the story.

THIS WEEK’S FOCUS

Plot

from “Crash”

This week we learn what a **plot** is: the events of a story and how one event causes the next. Our TEKS is **3.8(C)**, and this week's breakout is **the sequence of events**. We read the story **Crash**. STAAR asks: **What happens because of a big event?** Trap this week: **Cause and effect switched**, a choice that says the effect came first or that the cause came second.

This deck teaches **following causes and effects the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice the first events in a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice the beginning.

Read the first lines of **Crash**. Notice the plant in the glass jar. Circle the words that tell where it sits.

"On the table near the window sat a small glass jar with a young plant growing inside."

I CAN | I can notice what the story sets up at the beginning.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose the event that another event causes.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Choose the effect.

STAAR asks: **What happens because of Amina bumping the table?** Pick the event that the bump causes.

“The glass jar fell to the floor and shattered.”

A The glass jar fell to the floor and shattered. • **B** Amina's elbow bumps the table. • **C** The class votes on a new science project.

I CAN | I can tell which event happens because of an earlier event.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves a cause.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show the cause.

STAAR asks: **Which sentence from the story best supports the idea that** the crash happened because of Amina?

“I bumped the table and knocked it over.”

I CAN | I can point to the exact sentence that supports an idea about the plot.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell events in the order they happen.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own the order.

Write three sentences that tell what happens after the crash, in order. Use first, next, and last.

“Working together, the class quickly cleaned the area.”

I CAN | I can retell three events in order using first, next, and last.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how one event leads to the next.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Defend the cause.

How does the event in paragraph 8 lead to the glass jar breaking?

“A few minutes later, Amina reached across the table for a green marker.”

I CAN | I can defend how a cause leads to an effect in the plot.



Follow the effect on your own.

Go back to the story. What happens right after Amina tells the truth? Copy the sentence that proves it.

Go back to the story.
What happens right after Amina tells the truth?
Copy the sentence that proves it.

I CAN | I can find what happens next and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE The story begins with a plant growing in a glass jar on the table. That plant is the thing that gets broken, so it sets up the problem.

CHOOSE A. The glass jar fell to the floor and shattered. B is Cause and effect switched: the bump comes first, not after. C is Not in the text: the class never votes.

SHOW I bumped the table and knocked it over. Amina says this herself, and it proves the crash happened because of her bump.

OWN Answers vary. Example: First, Amina tells the truth. Next, the class cleans up, working together the class quickly cleaned the area. Last, the plant is saved in a new jar.

DEFEND Amina reaches for the marker, and that leads to the crash. A few minutes later, Amina reached across the table for a green marker, and her elbow bumps the table, so the jar falls. The crash does not make her reach.

YOUR TURN Answers vary. Example: Mrs. Ramirez thanks her. Proof: Thank you for telling the truth, Amina.



PLOT

READ THIS PASSAGE EXCERPT.

“A few minutes later, Amina reached across the table for a green marker. ... She leaned a little farther than she meant to. ... Her elbow bumped the table.”

What happens because of Amina bumping the table?

- A** The glass jar fell to the floor and shattered.
- B** Amina's elbow bumps the table.
- C** The class votes on a new science project.
- D** The students measure their plants and draw pictures.



PLOT

The answer is A.

- A** **The glass jar fell to the floor and shattered. Correct.**
Correct. Amina bumps the table, so the jar falls to the floor and shatters.
- B** **Amina's elbow bumps the table.**
Reversed Meaning: Cause and effect switched. The bump comes first; it is the cause, not what the bump causes.
- C** **The class votes on a new science project.**
Stretched or Unsupported: Not in the text. The story never says the class votes.
- D** **The students measure their plants and draw pictures.**
Pattern Mix-Up: Out of order. Measuring and drawing happen before the bump, not because of it.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot is the events of a story, in the order they happen.

The conflict is the problem, and it can grow worse as the story goes on.

The test gives me traps that put events out of order, so I check the story before I choose.

THIS WEEK’S FOCUS

Plot

from “The Good Citizen”

This week we learn what a **conflict** is: the problem in a story. Our TEKS is **3.8(C)**, and this week's breakout is **the conflict**. We read the story **The Good Citizen**. STAAR asks: **How does the problem get worse in the story?** Trap this week: **Out of order**, an event that really happens, but not at the time the question asks about.

This deck teaches **watching a conflict grow the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice the first events in a story.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Notice the start.

Read the first lines of **The Good Citizen**. Notice where Elena rides her bike. Circle the words that tell where she goes.

“Every Saturday morning, Elena rode her bike to the small dog shelter at the edge of town.”

I CAN | I can notice where a story starts and what the character does.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose the event that makes a problem worse.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Choose the growing problem.

STAAR asks: **How does the problem get worse in the story?** Pick the event that shows the problem growing.

“But she could not remember filling Rusty's food bowl.”

- A** Elena rushes through her chores to get to the park. • **B** Elena decides someone else fed Rusty, so she feels fine. • **C** Elena realizes she forgot to feed Rusty and her worry grows.

I CAN | I can see how a conflict grows bigger as the story goes on.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves an idea.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show the trust.

STAAR asks: **Which sentence from the story best supports the idea that Rusty depends on Elena?**

“Rusty had been waiting for her, trusting her to take care of him.”

I CAN | I can point to the exact sentence that supports an idea about the plot.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell events in the order they happen.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own the order.

Write three sentences that tell what happens to Rusty's food, in order. Use first, next, and last.

“Elena quickly grabbed the food container, filled his bowl, and set it down in front of him.”

I CAN | I can retell three events in order using first, next, and last.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how one event leads to the next.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Defend the connection.

How does the event in paragraph 21 lead to Rusty getting his food?

“Without wasting another second, Elena jumped on her bike and pedaled as fast as she could back to the shelter.”

I CAN | I can defend the real order and explain how events connect.



PLOT

Follow the problem on your own.

Go back to the story. What does Elena do as soon as she remembers she forgot Rusty's food? Copy the sentence that proves it.

Go back to the story.

**What does Elena do as soon as she remembers she forgot
Rusty's food?**

Copy the sentence that proves it.

I CAN

I can find what happens next and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE Every Saturday morning, Elena rode her bike to the small dog shelter at the edge of town. Elena is a volunteer, and the shelter is where her story happens.

CHOOSE C. Elena realizes she forgot to feed Rusty and her worry grows. A is Out of order: the rush happens first, before the worry. B is Opposite of the text: Elena becomes sure no one else fed Rusty.

SHOW Rusty had been waiting for her, trusting her to take care of him. The word trusting proves Rusty depends on Elena, so her forgotten job matters.

OWN Answers vary. Example: First, Elena remembers she forgot the food. Next, Elena quickly grabbed the food container, filled his bowl, and set it down in front of him. Last, Rusty eats and Elena feels relieved.

DEFEND Elena remembers the forgotten food, so she rides back, and that leads to Rusty getting his bowl. Without wasting another second, Elena jumped on her bike and pedaled back to the shelter. Saying she rode home first is Out of order.

YOUR TURN Answers vary. Example: Elena rides back to the shelter. Proof: Without wasting another second, Elena jumped on her bike and pedaled as fast as she could back to the shelter.

PLOT

READ THIS PASSAGE EXCERPT.

“Elena tried to convince herself that maybe someone else had fed him. ... But the more she thought about it, the more certain she became. ... Her stomach twisted with worry.”

How does the problem get worse in the story?

- A** Elena rushes through her chores to finish before meeting her friends.
- B** Elena feels relieved because someone else fed Rusty.
- C** Rusty runs away from the shelter and gets lost.
- D** Elena remembers she forgot the food and her worry grows.



PLOT

The answer is D.

- A Elena rushes through her chores to finish before meeting her friends.**
Pattern Mix-Up: Out of order. The rush happens in the morning, before Elena remembers the forgotten food.
- B Elena feels relieved because someone else fed Rusty.**
Reversed Meaning: Opposite of the text. Elena becomes sure that no one else fed Rusty, and she feels worse.
- C Rusty runs away from the shelter and gets lost.**
Stretched or Unsupported: Not in the text. Rusty stays at the shelter and waits for his food.
- D Elena remembers she forgot the food and her worry grows. Correct.**
Correct. Elena realizes she never filled the bowl, and her worry grows until she races back.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot is the events of a story, in the order they happen.

The resolution is how the problem in the story gets solved.

The test gives me traps that go too far, so I check what the story really says.

THIS WEEK'S FOCUS

Plot

from “Crash”

This week we learn what a **resolution** is: how the problem in a story gets solved. Our TEKS is **3.8(C)**, and this week's breakout is **the resolution**. We read the story **Crash**. STAAR asks: **How is the conflict resolved?** Trap this week: **Goes too far**, an answer that says more than the story tells, like always, all, only, never, or forever.

This deck teaches **finding the resolution the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice the first events in a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice the favorite plant.

Read the first lines of **Crash**. Notice the plant in the glass jar. Circle the words that tell why the class cares about it.

"The plant in the glass jar was one of the class favorites."

I CAN | I can notice what the story cares about at the start.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose how the problem in a story gets solved.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Choose the resolution.

STAAR asks: **How is the conflict resolved?** Pick the answer that tells how the problem ends.

“Thank you for telling the truth, Amina,”

A Amina tells the truth, and the class helps save the plant. • **B** Amina hides what happened and never tells. • **C** Mrs. Ramirez makes the class vote on what to do.

I CAN | I can choose the resolution that matches the end of the story.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves an idea.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show the proof.

STAAR asks: **Which sentence from the story best supports the idea that the plant will be okay?**

“I think our plant is going to be just fine,”

I CAN | I can point to the exact sentence that supports an idea about the plot.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell events in the order they happen.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own the resolution.

Write three sentences that tell how the problem is solved, in order. Use first, next, and last.

“Mrs. Ramirez found another container and carefully placed the plant inside.”

I CAN | I can retell the resolution in order using first, next, and last.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how one event leads to the next.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Defend the connection.

How does the event in paragraph 62 lead to the plant being saved?

“Taking a deep breath, she slowly raised her hand.”

I CAN

I can defend how the resolution connects to the events before it.



Follow the resolution on your own.

Go back to the story. What is the resolution of the story? Copy the sentence that proves it.

Go back to the story.
What is the resolution of the story?
Copy the sentence that proves it.

I CAN | I can find the resolution and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE The plant in the glass jar was one of the class favorites, so the class cares about it. That care makes the crash matter to everyone.

CHOOSE A. Amina tells the truth, and the class helps save the plant. B is Opposite of the text: Amina raises her hand and tells. C is Not in the text: the story never mentions a vote.

SHOW I think our plant is going to be just fine, Mrs. Ramirez says, and that proves the plant will live. The class cheers because the plant is safe.

OWN Answers vary. Example: First, Amina tells the truth. Next, the class cleans up, and Mrs. Ramirez found another container and carefully placed the plant inside. Last, the plant is safe and everyone feels glad.

DEFEND Amina raises her hand and tells the truth, and that leads the class to save the plant. Taking a deep breath, she slowly raised her hand, and then everyone helps replant the plant. Saying the class never worried again goes too far.

YOUR TURN Answers vary. Example: The conflict ends when Amina tells the truth and the plant is saved. Proof: Mrs. Ramirez found another container and carefully placed the plant inside.

PLOT

READ THIS PASSAGE EXCERPT.

“Her elbow bumped the edge of the table. ... Crash! ... The jar hit the floor and shattered. ... Amina wondered what would happen next.”

How is the conflict resolved?

- A** Amina tells the truth, and the class works together to save the plant.
- B** Amina stays quiet, so no one ever knows who broke it.
- C** The class decides never to keep plants in the classroom again.
- D** Mrs. Ramirez sends everyone home before the mess is cleaned.



PLOT

The answer is A.

- A** **Amina tells the truth, and the class works together to save the plant. Correct.**
Correct. Amina admits she bumped the table, and the class works together so the plant is saved.
- B** **Amina stays quiet, so no one ever knows who broke it.**
Reversed Meaning: Opposite of the text. Amina raises her hand and tells the truth, so everyone does know.
- C** **The class decides never to keep plants in the classroom again.**
Stretched or Unsupported: Goes too far. The story never says the class stops keeping plants; it says they keep helping.
- D** **Mrs. Ramirez sends everyone home before the mess is cleaned.**
Stretched or Unsupported: Not in the text. The class stays and cleans the mess together.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot is the events of a story, in the order they happen.

The setting is where the story happens, and it can make the conflict matter.

The test gives me traps that call a setting detail a plot event, so I check the story.

THIS WEEK'S FOCUS

Plot

from “The Good Citizen”

This week we learn how a **setting** can shape a plot and where the **conflict** lives. Our TEKS is **3.8(C)**, and this week's breakout is **the conflict**. We read the story **The Good Citizen**. STAAR asks: **How is the setting important to the plot?** Trap this week: **Setting detail, not the plot**, a choice that tells about the place but not how the place drives the story.

This deck teaches **connecting setting and conflict the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PLOT

TODAY'S THINKING JOB

NOTICE

"I can notice the setting of a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice the setting.

Read the first lines of **The Good Citizen**. Notice where the story happens. Circle the words that tell the place.

"Every Saturday morning, Elena rode her bike to the small dog shelter at the edge of town."

I CAN | I can notice where a story happens and what that place is like.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose how the setting matters to the plot.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Choose how the setting matters.

STAAR asks: **How is the setting important to the plot?** Pick the answer that tells why the shelter matters to the story.

“Rusty wagged his tail wildly every time Elena walked in.”

A The shelter is a small, busy building at the edge of town. • **B** The shelter matters because Rusty waits there for Elena's care. • **C** The shelter matters because Elena plays games there with friends.

I CAN | I can explain why the place of a story is important to its plot.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves an idea.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show the setting's job.

STAAR asks: **Which sentence from the story best supports the idea that** the shelter is the place where Rusty counts on Elena?

“Rusty had been depending on her.”

I CAN | I can point to the exact sentence that supports an idea about the plot.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell the conflict of a story in order.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own the conflict.

Write three sentences that tell the problem of the story, in order. Use first, next, and last.

“Quickly, Elena grabbed the food container and measured the correct amount of food.”

I CAN | I can retell the problem of a story and how it gets fixed.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how the setting connects to the conflict.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Defend the connection.

How does the setting of the shelter connect to Elena's problem?

“When she finally arrived, she rushed through the shelter doors.”

I CAN | I can defend how a setting and a problem are connected in a plot.



Follow the setting on your own.

Go back to the story. What does Elena do when she reaches the shelter? Copy the sentence that proves it.

Go back to the story.
What does Elena do when she reaches the shelter?
Copy the sentence that proves it.

I CAN | I can find a key event and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE The story begins at the small dog shelter. That is where Elena works, and the setting will matter when her problem happens there.

CHOOSE B. The shelter matters because Rusty waits there for Elena's care. A is Setting detail, not the plot: it tells what the building is like, not why it matters. C is Wrong part of the story: Elena plays games at the park with her friends.

SHOW Rusty had been depending on her. This proves the shelter matters because Rusty waits there for Elena, so her forgotten job is a real problem.

OWN Answers vary. Example: First, Elena rushes her chores and forgets Rusty's food. Next, Elena grabs the food container and measures the correct amount of food. Last, Rusty eats and Elena feels relieved.

DEFEND The shelter is where Rusty waits for his food, so that is where Elena's problem happens and where she fixes it. When she finally arrived, she rushed through the shelter doors, and she fed Rusty right away.

YOUR TURN Answers vary. Example: Elena hurries in and feeds Rusty right away. Proof: She filled the bowl and placed it in front of Rusty.

PLOT

READ THIS PASSAGE EXCERPT.

“Every Saturday morning, Elena rode her bike to the small dog shelter at the edge of town. ... Rusty had been depending on her. ... The food bowl was empty.”

Which sentence best explains how the setting matters to the plot?

- A** The shelter is a small, busy building on the edge of town.
- B** The shelter matters because Rusty waits there for Elena to feed him.
- C** The shelter matters because Elena plays games with her friends there.
- D** The shelter is the conflict because that is where Rusty lives.



PLOT

The answer is B.

The shelter is a small, busy building on the edge of town.

- A** Topic Trap: Setting detail, not the plot. The size of the building tells about the place, not why the place drives the story.

The shelter matters because Rusty waits there for Elena to feed him. Correct.

- B** Correct. The shelter is where Rusty waits for Elena, so the setting is where her problem happens and where she fixes it.

The shelter matters because Elena plays games with her friends there.

- C** Another Place: Wrong part of the story. Elena plays games with her friends at the park, not at the shelter.

The shelter is the conflict because that is where Rusty lives.

- D** Pattern Mix-Up: Wrong plot element. The shelter is the setting; the conflict is Elena forgetting the food.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot is the events of a story, in the order they happen.

A summary of the plot tells the most important events from beginning to end.

The test gives me traps that name small details, so I check for the big events.

THIS WEEK'S FOCUS

Plot

from “Crash”

This week we learn to **summarize a plot**: retell the most important events in order. Our TEKS is **3.8(C)**, and this week's breakout is **the sequence of events**. We read the story **Crash**. STAAR asks: **Which sentence best describes the plot of the story?** Trap this week: **Small detail, not a plot event**, a choice that tells a small fact that does not drive the story.

This deck teaches **summarizing a plot the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice the first events in a story.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Notice the setup.

Read the first lines of **Crash**. Notice what the class is doing. Circle the words that tell the work.

“One afternoon, her teacher, Mrs. Ramirez, asked the students to work quietly on a science project about plants.”

I CAN | I can notice what a story sets up at the beginning.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose the sentence that summarizes the plot.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Choose the plot summary.

STAAR asks: **Which sentence best describes the plot of the story?** Pick the sentence that tells the whole story.

“The glass jar near the window tipped over.”

A The students draw roots, stems, leaves, and flowers on a poster. • **B** Amina pretends nothing happened and the class never finds out. • **C** The jar breaks, Amina tells the truth, and the plant is saved.

I CAN | I can pick the sentence that retells the most important events of a story.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves an idea.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show the choice.

STAAR asks: **Which sentence from the story best supports the idea that** the class supports Amina after she tells the truth?

“Instead of blaming her, her classmates understood that it was an accident.”

I CAN | I can point to the exact sentence that supports an idea about the plot.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell a story in order.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own the summary.

Write three sentences that retell the story of **Crash** in order. Use first, next, and last.

“Mrs. Ramirez carefully swept the broken glass into a dustpan.”

I CAN | I can summarize a plot with first, next, and last.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how one event leads to the next.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Defend the chain.

How does Amina's choice to tell the truth lead to the plant being saved?

“But after telling the truth, everything changed.”

I CAN | I can defend how a choice leads to a resolution in the plot.



PLOT

Follow the truth on your own.

Go back to the story. What does Amina do right after she raises her hand? Copy the sentence that proves it.

Go back to the story.
What does Amina do right after she raises her hand?
Copy the sentence that proves it.

I CAN | I can find what happens next and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE The class is working on a science project about plants, and a small glass jar sits on the table. That jar is what breaks, so the story sets it up at the start.

CHOOSE C. The jar breaks, Amina tells the truth, and the plant is saved. A is Small detail, not a plot event: the poster details do not drive the story. B is Not in the text: Amina does tell the truth, and the class finds out.

SHOW Instead of blaming her, her classmates understood that it was an accident. This proves the class supports Amina, so telling the truth works out for everyone.

OWN Answers vary. Example: First, Amina bumps the table and the jar shatters. Next, Mrs. Ramirez carefully swept the broken glass into a dustpan with the class. Last, the plant is saved and Amina feels proud.

DEFEND Amina tells the truth, and that leads to the class working together to save the plant. But after telling the truth, everything changed, because Mrs. Ramirez and the students replanted it in a new container.

YOUR TURN Answers vary. Example: Amina tells the truth about bumping the table. Proof: I bumped the table and knocked it over.



PLOT

READ THIS PASSAGE EXCERPT.

“The glass jar near the window tipped over. ... The plant lay on the floor beside pieces of broken glass. ... ‘I’m sorry, Mrs. Ramirez,’ she said. ‘I bumped the table and knocked it over. I didn’t mean to.’”

Which sentence best describes the plot of the story?

- A** The class gathers around the jar to look at the plant's leaves.
- B** Amina blames Diego, and the class sends her to the office.
- C** The class saves the plant, and then Amina tells the truth.
- D** Amina's bump breaks the jar, she tells the truth, and the class saves the plant.



PLOT

The answer is D.

The class gathers around the jar to look at the plant's leaves.

- A** Topic Trap: Small detail, not a plot event. Looking at the leaves is a small moment that does not retell the story's big events.

Amina blames Diego, and the class sends her to the office.

- B** Stretched or Unsupported: Not in the text. Amina never blames Diego, and the class supports her instead.

The class saves the plant, and then Amina tells the truth.

- C** Pattern Mix-Up: Out of order. Amina tells the truth first, and then the class works together to save the plant.

Amina's bump breaks the jar, she tells the truth, and the class saves the plant. Correct.

- D** Correct. The bump breaks the jar, Amina tells the truth, and the class works together to save the plant, so this retells the whole plot.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot is the events of a story, in the order they happen.

The conflict is the main problem that the character has to face.

The test gives me traps that name the wrong plot element, so I check what the problem really is.

THIS WEEK’S FOCUS

Plot

from “The Good Citizen”

This week we learn to **analyze the conflict**: find the main problem in a story. Our TEKS is **3.8(C)**, and this week's breakout is **the conflict**. We read the story **The Good Citizen**. STAAR asks: **What is the main conflict in the story?** Trap this week: **Wrong plot element**, a choice that names a different part of the plot, like the setting or the resolution, instead of the problem.

This deck teaches **naming a conflict the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice the setting of a story.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Notice the place.

Read the first lines of **The Good Citizen**. Notice the shelter. Circle the words that tell where it sits.

“The shelter sat near a line of tall trees on the edge of town.”

I CAN | I can notice where a story happens before the problem starts.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose the main conflict of a story.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Choose the conflict.

STAAR asks: **What is the main conflict in the story?** Pick the main problem Elena faces.

“But she could not remember filling Rusty's food bowl.”

A Elena rushes her chores and forgets to feed Rusty. • **B** Elena's problem is that the shelter is too far from town. • **C** Elena's problem is that Rusty does not like to play.

I CAN | I can name the main problem a character faces.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves an idea.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show the dependence.

STAAR asks: **Which sentence from the story best supports the idea that Rusty depends on Elena?**

“He trusted her to take care of him.”

I CAN | I can point to the exact sentence that supports an idea about the plot.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell the conflict in order.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own the problem.

Write three sentences about Elena's problem, in order. Use first, next, and last.

“Feeling guilty, Elena rushed to the food storage area.”

I CAN | I can retell a problem and its fix using first, next, and last.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how an event connects to the conflict.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Defend the cause of the conflict.

How does Elena's rush to the park connect to the conflict of the story?

“Because she was distracted, Elena moved more quickly than usual.”

I CAN | I can defend how a character's action creates the problem.



Follow the fix on your own.

Go back to the story. What does Elena do as soon as she sees the empty food bowl? Copy the sentence that proves it.

Go back to the story.

What does Elena do as soon as she sees the empty food bowl?

Copy the sentence that proves it.

I CAN | I can find what happens next and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE The shelter sits near tall trees at the edge of town, and that is where Elena volunteers. The place is set up before the problem starts.

CHOOSE A. Elena rushes her chores and forgets to feed Rusty. B is Not in the text: the story never says the shelter is too far. C is Opposite of the text: Rusty is playful and loves to play.

SHOW He trusted her to take care of him. This proves Rusty counts on Elena, so her forgotten job becomes the story's main problem.

OWN Answers vary. Example: First, Elena rushes her chores and forgets Rusty's food. Next, Elena rushed to the food storage area and filled the bowl. Last, Rusty eats and Elena feels relieved.

DEFEND Elena's rush causes her to skip the food bowl, and that is how the conflict begins. Because she was distracted, Elena moved more quickly than usual, so she forgot the job Rusty counted on. The rush comes before the forgetting, not after.

YOUR TURN Answers vary. Example: Elena fills Rusty's bowl with food. Proof: She carefully measured the correct amount of food and filled Rusty's bowl.

PLOT

READ THIS PASSAGE EXCERPT.

“But she could not remember filling Rusty's food bowl. ... The food bowl was empty. ... He trusted her to take care of him.”

What is the main conflict in the story?

- A** Elena forgets to feed Rusty and must go back to fix it.
- B** The main conflict is that Elena hurries back to fill Rusty's bowl.
- C** The main conflict is that the shelter is not a large building.
- D** The main conflict is that the manager is angry with Elena.



PLOT

The answer is A.

- A Elena forgets to feed Rusty and must go back to fix it. Correct.**
Correct. Elena rushes, forgets to feed Rusty, and rides back to fix her mistake, so that is the main conflict.
- B The main conflict is that Elena hurries back to fill Rusty's bowl.**
Pattern Mix-Up: Wrong plot element. Filling Rusty's bowl is the fix for the problem, not the conflict itself.
- C The main conflict is that the shelter is not a large building.**
Topic Trap: Setting detail, not the plot. The story says the shelter is not a large building, but that tells about the place, not the problem.
- D The main conflict is that the manager is angry with Elena.**
Reversed Meaning: Opposite of the text. The manager smiles and thanks Elena for being honest.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

The resolution is the part of the story where the problem gets solved.

I can tell how the resolution solves the main problem in a story.

The test gives me answers that say the opposite of the story, so I check the text before I choose.

THIS WEEK'S FOCUS

Plot

from “**Rumpelstiltskin**”

This week we learn to **analyze the resolution**: the part of the story where the problem gets solved. Our TEKS is **3.8(C)**, and this week's breakout is **the resolution**. We read the fairy tale **Rumpelstiltskin**. STAAR asks: **How does the resolution solve the main problem?** Trap this week: **Opposite of the text**, an answer that says the reverse of what the story shows.

This deck teaches **following the plot the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

** In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*





TODAY'S THINKING JOB

NOTICE

"I can notice how the story ends."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice the resolution.

Read the ending of **Rumpelstiltskin**. Watch what the little man does after the queen says his name. Circle the words that show how the story ends.

"Then he made the best of his way off, while the nurse laughed and the baby crowed"

I CAN | I can notice the resolution of a story.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose how the resolution solves the problem.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Choose how the resolution works.

STAAR asks: **How does the resolution solve the main problem?** Pick the answer that tells how the queen keeps her child.

“I will give you three days’ grace, and if during that time you tell me my name, you shall keep your child.”

A The queen gives her baby to the little man to take home. • **B** The queen pays the little man all the gold in the kingdom. • **C** The queen tells the little man his name, so she keeps her baby.

I CAN | I can choose the answer that tells how the problem gets solved.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that holds the clue.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show where the evidence lives.

STAAR asks: **Which sentence from the story best supports the idea that** the queen can learn the little man's name?

“Little does my lady dream Rumpelstiltskin is my name!”

I CAN | I can point to the sentence that tells how the queen solves the problem.



PLOT

TODAY'S THINKING JOB

OWN

“I can write the resolution in my own words.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own the resolution.

Write the resolution in your own words. Tell how the queen keeps her child and what the little man does. Use the word so or because.

““Can your name be RUMPELSTILTSKIN?’ said the lady slyly.”

I CAN

I can retell the resolution and show the cause and the effect.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how the resolution connects the events.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Defend the resolution.

How does the queen saying the name lead to the little man leaving the story?

“and dashed his right foot in a rage so deep into the floor”

I CAN | I can defend how the name causes the little man to leave.



PLOT

Follow the resolution on your own.

Write the resolution in your own words: how the queen solves the problem and keeps her child. Then copy the sentence that proves the little man leaves.

Write the resolution in your own words.
How does the queen keep her child?
Copy the sentence that proves the little man leaves.

I CAN | I can retell the resolution and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE The queen says the little man's name, and he leaves for good. Then he made the best of his way off, while the nurse laughed and the baby crowed, so the queen keeps her child. That is the resolution.

CHOOSE C. The queen tells the little man his name, so she keeps her baby. A is Opposite of the text: the queen never gives her child away. B is Not in the text: the little man will not take her gold.

SHOW Little does my lady dream Rumpelstiltskin is my name! The messenger hears this song and tells the queen the name, so she can say it and keep her child.

OWN Answers vary. Example: The queen says the little man's name, so he loses and leaves, and she keeps her child. She asks, 'Can your name be RUMPELSTILTSKIN?' and that ends his power over her.

DEFEND The name causes the little man to leave, and then the problem ends. He is so angry that he dashed his right foot in a rage, and then he goes away, so she keeps her child. Saying he kept the baby is Opposite of the text.

YOUR TURN Answers vary. Example: The queen says the little man's name, so he leaves and she keeps her baby. Proof: Then he made the best of his way off.

PLOT

READ THIS PASSAGE EXCERPT.

“I will give you three days’ grace, and if during that time you tell me my name, you shall keep your child. ... Little does my lady dream Rumpelstiltskin is my name! ... Then he made the best of his way off, while the nurse laughed and the baby crowed”

How does the resolution solve the main problem?

- A** The queen gives the little man her child because he spun the gold.
- B** The queen pays the little man all the gold in the kingdom to leave.
- C** The queen says the little man's name, so he leaves and she keeps her child.
- D** The little man decides the queen has worked hard enough and goes home.



PLOT

The answer is C.

- A** **The queen gives the little man her child because he spun the gold.**
Reversed Meaning: Opposite of the text. The queen keeps her child; she never gives the baby to the little man.
- B** **The queen pays the little man all the gold in the kingdom to leave.**
Stretched or Unsupported: Not in the text. The queen offers the little man all the kingdom's wealth, but he will not take it.
- C** **The queen says the little man's name, so he leaves and she keeps her child. Correct.**
Correct. The queen says the name, so the little man leaves and she keeps her child.
- D** **The little man decides the queen has worked hard enough and goes home.**
Stretched or Unsupported: Wrong motive. The little man leaves because his name is told, not because he chooses to be kind.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot has events in order, a conflict, and a resolution.

I can tell how the conflict of a story gets resolved.

The test gives me traps that name the wrong plot element, so I check what part of the plot each choice names.

THIS WEEK’S FOCUS

Plot

from “The Good Citizen”

This week we put it all together: **the sequence of events, the conflict, and the resolution**. Our TEKS is **3.8(C)**, and this week's breakout is **the sequence of events, the conflict, and the resolution**. We read the story **The Good Citizen**. STAAR asks: **Which sentence best explains how the conflict is resolved?** Trap this week: **Wrong plot element**, a choice that names a different part of the plot, like the problem or a small moment, instead of the fix.

This deck teaches **connecting sequence, conflict, and resolution the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice the order of events in a story.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Notice the order.

Read the beginning of **The Good Citizen**. Notice the order Elena works in. Circle the words that tell what she checks first.

“She always checked the water bowls first.”

I CAN | I can notice the sequence before the conflict starts.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose the sentence that explains the resolution.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Choose the fix.

STAAR asks: **Which sentence best explains how the conflict is resolved?** Pick the sentence that tells how the empty bowl problem gets fixed.

“She carefully measured the correct amount of food and filled Rusty's bowl.”

A The conflict ends when the manager thanks Elena for being honest. • **B** Elena measured the correct amount of food and filled Rusty's bowl. • **C** Rusty rushes to the front of his kennel when Elena walks in.

I CAN | I can pick the sentence that tells how the conflict is fixed.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves Elena's change.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Show the change.

STAAR asks: **Which sentence from the story best supports the idea that** Elena makes sure she will not forget again?

“The following Saturday, Elena arrived at the shelter carrying a small checklist she had created at home.”

I CAN | I can point to the exact sentence that supports an idea about the plot.





PLOT

TODAY'S THINKING JOB

OWN

“I can retell the resolution in order.”

EXACT TEKS WORDING

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

Own the fix.

Write three sentences that tell how the conflict is resolved, in order. Use first, next, and last.

“This time she moved slowly and carefully.”

I CAN | I can retell how a conflict is fixed using first, next, and last.



TODAY'S THINKING JOB

DEFEND

"I can explain how two parts of the plot connect."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the connection.

How are Elena's mistake and her new checklist connected?

"She realized that good citizenship was about more than completing tasks."

I CAN | I can defend how a mistake leads to a new resolution.



PLOT

Follow the final check.

Go back to the story. What does Elena do before she leaves the shelter after Rusty eats? Copy the sentence that proves it.

Go back to the story.
What does Elena do before she leaves the shelter?
Copy the sentence that proves it.

I CAN | I can find what happens next and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE Elena's routine has an order: she always checked the water bowls first, then she feeds the dogs and cleans. That order matters because breaking it causes the conflict.

CHOOSE B. Elena measured the correct amount of food and filled Rusty's bowl. A is Wrong part of the story: the manager's thanks comes after the fix. C is Small detail, not a plot event: Rusty greeting Elena does not solve the problem.

SHOW The following Saturday, Elena arrived at the shelter carrying a small checklist she had created at home. The checklist proves Elena changed her routine so the conflict will not happen again.

OWN Answers vary. Example: First, Elena sees the empty food bowl. Next, she fills the bowl and Rusty eats. Last, this time she moved slowly and carefully, so nothing is missed again.

DEFEND Elena's mistake causes her change, and that is part of the resolution. She realized that good citizenship was about more than completing tasks, so she made a checklist to stay dependable. The checklist is the fix, not the conflict.

YOUR TURN Answers vary. Example: Elena walks through the shelter one more time. Proof: Before leaving, Elena walked through the shelter one more time.

PLOT

READ THIS PASSAGE EXCERPT.

“Then, as she sat on a picnic blanket drinking water, something suddenly felt wrong. ... she could not picture herself feeding Rusty ... When she finally arrived at the shelter, she hurried inside. ... The food bowl was empty.”

Which sentence best explains how the conflict is resolved?

- A** Elena fills the bowl and stays to watch Rusty eat.
- B** Elena's problem is that Rusty refuses to eat his food.
- C** Elena's conflict is that the shelter is too far from the park.
- D** The conflict is resolved when Elena forgets to feed Rusty.



PLOT

The answer is A.

Elena fills the bowl and stays to watch Rusty eat. Correct.

- A** Correct. The conflict is the empty food bowl, and Elena resolves it by filling the bowl and staying to watch Rusty eat.

Elena's problem is that Rusty refuses to eat his food.

- B** Reversed Meaning: Opposite of the text. Rusty immediately began eating, so he does not refuse the food.

Elena's conflict is that the shelter is too far from the park.

- C** Stretched or Unsupported: Not in the text. The story never says the shelter is far from the park.

The conflict is resolved when Elena forgets to feed Rusty.

- D** Pattern Mix-Up: Wrong plot element. Forgetting starts the conflict; filling the bowl is what resolves it.

