

PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and 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 in a story, and then what comes next.

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 Great Chocolate Chip Cookie Mystery**”

This week we learn what a **plot** is: the events of a story in the order they happen. Our TEKS is **5.8(C)**, and this week's breakout is **the rising action**, the events that build up a story's problem. We read **The Great Chocolate Chip Cookie Mystery**. 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 **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 event in a story."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice how the story begins.

Read the first lines of **The Great Chocolate Chip Cookie Mystery**. Notice the very first event. Circle the words that tell what happens.

"By 11:42 on Friday morning, fifth grade had a problem."

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 rising action, climax, falling action, and resolution”

Choose what happens first.

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

“Jordan pointed dramatically at an empty silver tray.”

A The class divides into teams to investigate. • **B** Jordan points at the empty cookie tray. • **C** Mrs. Delgado writes two questions on the board.

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 an event happens fast.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Show where the investigation takes off.

STAAR asks: **Which sentence from the story best supports the idea that** the investigation gets out of hand right away?

“Within thirty seconds, the investigation had already gone completely out of control.”

I CAN | I can point to the exact sentence that proves when an event happens.



PLOT

TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Own the order of events.

Write three sentences that tell what happens at the start of the mystery, in order. Use first, next, and last.

“That afternoon, Mrs. Delgado wrote two questions on the board.”

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 rising action, climax, falling action, and resolution”

Defend the order.

A student wrote: **The class divided into teams, and then Jordan saw the empty tray.** How does the story show that one event leads to the other? Explain the real order.

“Lucia, Jordan, and Eli were assigned the history mystery.”

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 lunch line stops moving. Copy the sentence that proves it.

Go back to the story.

Write the event that happens right after the lunch line stops moving.

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 By 11:42 on Friday morning, fifth grade already had a problem. That very first line tells us something has gone wrong before the story explains what it is.

CHOOSE B. Jordan points at the empty cookie tray. A is Out of order: the teams form later, after Mrs. Delgado's questions. C is Out of order: the questions come after Jordan's discovery.

SHOW Within thirty seconds, the investigation had already gone completely out of control. The words within thirty seconds prove the rumors start right away, before anyone checks facts.

OWN Answers vary. Example: First, Jordan sees the empty tray. Next, rumors spread at lunch. Last, Mrs. Delgado writes two questions on the board that afternoon.

DEFEND Jordan sees the empty tray first, which leads Mrs. Delgado to write two questions, so the class divides into teams, and that is why Lucia, Jordan, and Eli were assigned the history mystery last. The order is reversed.

YOUR TURN Answers vary. Example: Students start whispering theories about where the cookies went. Proof: No cookies?



PLOT

READ THIS PASSAGE EXCERPT.

“By 11:42 on Friday morning, fifth grade had a problem. ... Behind them, the lunch line stopped moving.”

Which event happens first, right after fifth grade discovers a problem at lunch?

- A** Lucia, Jordan, and Eli are assigned to investigate the history of the cookie.
- B** Jordan points dramatically at the empty cookie tray.
- C** Mrs. Delgado gives the class a pop quiz on fractions.
- D** The whole fifth grade votes to cancel Friday dessert forever.



PLOT

The answer is B.

- A Lucia, Jordan, and Eli are assigned to investigate the history of the cookie.**
Pattern Mix-Up: Out of order. The teams are assigned later, after the two questions go on the board.
- B Jordan points dramatically at the empty cookie tray. Correct.**
Correct. This is the very first event, right after the story tells us fifth grade has a problem.
- C Mrs. Delgado gives the class a pop quiz on fractions.**
Stretched or Unsupported: Not in the text. The story never mentions a pop quiz of any kind.
- D The whole fifth grade votes to cancel Friday dessert forever.**
Stretched or Unsupported: Goes too far. No vote happens, and the story never says dessert is cancelled forever.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The main problem is the event that gets the plot moving.

I can tell the main problem apart from a small detail that does not drive the story.

The test gives me small details that sound important, so I check what the story is really about.

THIS WEEK’S FOCUS

Plot

from “The Great Chocolate Chip Cookie Mystery”

This week we learn to find the **main problem** that starts a story's **rising action**. Our TEKS is **5.8(C)**. We read **The Great Chocolate Chip Cookie Mystery**. STAAR asks: **What is the main problem in the story?** Trap this week: **Small detail, not a plot event**, a fact that is true but does not drive the plot forward.

This deck teaches **finding the real problem the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PLOT

TODAY'S THINKING JOB

NOTICE

“I can notice the main problem that starts a story.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Notice the problem that starts everything.

Read the opening of the story again. Notice the problem that gets the whole mystery moving. Circle the words that name it.

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

I CAN | I can notice the problem that gets a plot moving.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose the main problem instead of a small detail.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Choose the main problem.

STAAR asks: **What is the main problem in the story?** Pick the choice that is the real problem, not just a detail.

“Behind them, the lunch line stopped moving.”

- A** Mrs. Delgado raises one eyebrow at Jordan's story. • **B** The lunch line stops moving for a moment. • **C** The cookies are gone before fifth grade can get any.

I CAN

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



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves people start guessing about the problem.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Show how far the guessing spreads.

STAAR asks: **Which sentence from the story best supports the idea that** students start guessing wild reasons for the missing-cookie problem?

“Someone suggested the principal had hidden the cookies for a faculty meeting.”

I CAN | I can point to the exact sentence that shows people guessing about a problem.



PLOT

TODAY'S THINKING JOB

OWN

“I can explain the main problem in my own words.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Own the problem in your words.

Write two sentences that explain the main problem of the story and why it matters to fifth grade.

“Jordan pointed dramatically at an empty silver tray.”

I CAN | I can explain the main problem and why it matters to the characters.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain why the real problem drives the plot and a small detail does not.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Defend the problem against a small detail.

A student wrote: **The main problem in the story is that Mrs. Delgado raises one eyebrow at Jordan.** How is the real main problem connected to what starts the whole mystery? Explain.

“By 11:42 on Friday morning, fifth grade had a problem.”



I can defend the true main problem and explain how it connects to the rest of the plot.



PLOT

Find the problem on your own.

Go back to the story. Write the main problem in your own words. Copy the sentence that proves it is a real problem.

Go back to the story.
Write the main problem in your own words.
Copy the sentence that proves it is a real problem.

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 Jordan announces that the cookies are **gone**. That missing-cookie problem is what gets the whole mystery started.

CHOOSE C. The cookies are gone before fifth grade can get any. A is Small detail, not a plot event: an eyebrow raise does not drive the plot. B is Small detail, not a plot event: the line stopping is a side detail, not the problem.

SHOW Someone suggested the principal had hidden the cookies for a faculty meeting. That guess shows the missing-cookie problem is already spinning into wild theories.

OWN Answers vary. Example: The main problem is that the chocolate chip cookies are gone before fifth grade gets any. It matters because the whole class was counting on them at lunch.

DEFEND The real problem is the missing cookies, because by 11:42 on Friday morning fifth grade already had a problem, which leads to rumors and the whole investigation. Mrs. Delgado's eyebrow is just a small detail, not a plot event.

YOUR TURN Answers vary. Example: The cookies are gone before fifth grade gets any. Proof: They're gone.

PLOT

READ THIS PASSAGE EXCERPT.

“By 11:42 on Friday morning, fifth grade had a problem. ... A serious problem. ... A chocolate-chip-sized emergency.”

What is the main problem in the story?

- A** Mrs. Delgado raises one eyebrow while listening to Jordan's story.
- B** Eli says his cousin told him a fact about sharks.
- C** The chocolate chip cookies are gone before fifth grade can get any.
- D** Fifth grade decides to cancel all future Friday desserts.



PLOT

The answer is C.

- A Mrs. Delgado raises one eyebrow while listening to Jordan's story.**
Topic Trap: Small detail, not a plot event. Her eyebrow raise is real but does not drive the mystery forward.
- B Eli says his cousin told him a fact about sharks.**
Topic Trap: Small detail, not a plot event. The shark fact is a joke between Eli and Lucia, not the story's problem.
- C The chocolate chip cookies are gone before fifth grade can get any. Correct.**
Correct. This is the main problem; it is what gets the rumors, the investigation, and the survey started.
- D Fifth grade decides to cancel all future Friday desserts.**
Stretched or Unsupported: Not in the text. The class never decides to cancel dessert; new cookies arrive the next Friday.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The rising action is the group of events that build up a story's problem.

I can tell which events belong to the rising action and which belong to another part of the story.

The test gives me events from the wrong part of the story, so I check where each one really happens.

THIS WEEK'S FOCUS

Plot

from “The Fifth-Grade Cookie Commission”

This week we learn to find events in the **rising action**, the part of the plot that builds up the problem before it is solved. Our TEKS is **5.8(C)**. We read **The Fifth-Grade Cookie Commission**. STAAR asks: **Which event is part of the rising action?** Trap this week: **Wrong part of the story**, an event that really happens, but in the beginning or the ending, not the rising action.

This deck teaches **building the rising action the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PLOT

TODAY'S THINKING JOB

NOTICE

“I can notice the event that starts the rising action.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Notice the challenge that starts the rising action.

Read the opening of the story again. Notice the challenge that starts the whole Cookie Commission. Circle the words that name it.

“So I'm giving fifth grade a challenge.”

I CAN | I can notice the event that begins the part of the plot that builds up a problem.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose an event that belongs to the rising action.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Choose a rising action event.

STAAR asks: **Which event is part of the rising action?** Pick the event that builds up the problem, not the beginning or the ending.

“By lunch, fifth grade had political parties.”

A Students form political parties like Cookies for All. • **B** Principal Bennett walks in carrying a clipboard. • **C** The new rotating treat system begins the next month.

I CAN | I can tell a rising action event apart from the beginning or the ending.



PLOT

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Show how the first survey raises the problem.

STAAR asks: **Which sentence from the story best supports the idea that** the first survey makes the Friday treat problem harder to solve?

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

I CAN

I can point to the exact sentence that shows a problem getting harder to solve.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell a rising action event in my own words.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Own the rising action in your words.

Write two sentences that tell a rising action event from the Cookie Commission, in your own words.

“The commission interviewed Ms. Ruiz next.”

I CAN

I can retell an event from the rising action and explain how it builds up the problem.



TODAY'S THINKING JOB

DEFEND

"I can explain why a rising action event connects to the growing problem, not the ending."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the rising action.

A student wrote: **The rotating treat system beginning the next month is part of the rising action.** How does the real rising action connect to events that happen before the recommendation? Explain.

"Several students from different classes complained that no one had asked them why they chose an option."



I can defend which events belong to the rising action and explain how they connect.



PLOT

Find the rising action on your own.

Go back to the story. Write one event that builds up the Friday treat problem. Copy the sentence that proves it happens in the rising action.

Go back to the story.
Write one event that builds up the Friday treat problem.
Copy the sentence that proves it.

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

PLOT

Answers, across the five thinking levels.

NOTICE Principal Bennett gives fifth grade a **challenge: recommend one Friday treat plan.** That challenge is what starts all the campaigning and surveying in the rising action.

CHOOSE **A.** Students form political parties like Cookies for All. B is Wrong part of the story: that is the beginning. C is Wrong part of the story: that is the ending, after the plan is chosen.

SHOW They got the most votes, but more than half the students voted for something else. That split shows cookies cannot simply win just because they got the most votes.

OWN **Answers vary.** Example: The commission talks to Ms. Ruiz about cost. They learn cupcakes cost more than cookies, which makes the choice harder.

DEFEND The rising action is the surveys before the plan is chosen. Several students from different classes complained that no one had asked why, so the commission ran a second survey. The rotating system starting is the ending, not rising action.

YOUR TURN **Answers vary.** Example: The nurse explains that the plan must include a safe choice for allergies. Proof: We also have students with food allergies and dietary restrictions.

PLOT

READ THIS PASSAGE EXCERPT.

“By lunch, fifth grade had political parties. ... They got the most votes, but more than half the students voted for something else.”

Which event is part of the rising action, the part that builds up the Friday treat problem?

- A** Students form political parties and campaign for different treats.
- B** Principal Bennett walks into the classroom carrying a clipboard.
- C** The new rotating treat system begins the following month.
- D** Fifth grade abolishes Friday dessert completely after the vote.



PLOT

The answer is A.

- A** **Students form political parties and campaign for different treats. Correct.**
Correct. The parties and campaigns build up the Friday treat problem; this is the rising action.
- B** **Principal Bennett walks into the classroom carrying a clipboard.**
Another Place: Wrong part of the story. This happens at the very beginning, before the challenge is even given.
- C** **The new rotating treat system begins the following month.**
Another Place: Wrong part of the story. This happens at the ending, after the recommendation is already accepted.
- D** **Fifth grade abolishes Friday dessert completely after the vote.**
Stretched or Unsupported: Goes too far. Dessert is never abolished; the class keeps dessert but rotates the treat.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The resolution is how a story's main problem finally gets solved.

I can tell the true resolution apart from an idea that is never actually in the text.

The test gives me endings that sound nice but are not in the story, so I check the text.

THIS WEEK'S FOCUS

Plot

from “The Fifth-Grade Cookie Commission”

This week we learn to find the **resolution**, how a story's main problem finally gets solved. Our TEKS is **5.8(C)**. We read **The Fifth-Grade Cookie Commission**. STAAR asks: **How is the problem resolved at the end of the story?** Trap this week: **Not in the text**, an ending that sounds nice but the story never actually says.

This deck teaches **finding the resolution the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PLOT

TODAY'S THINKING JOB

NOTICE

"I can notice the resolution that solves a story's problem."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice the plan that solves the problem.

Read the part where the commission presents its plan. Notice the solution they choose. Circle the words that name it.

"Their proposal included: a rotating Friday treat; a safe alternative each week; a monthly student preference survey; estimated costs; and a system for Ms. Ruiz to adjust quantities using previous choices."

I CAN | I can notice the plan or event that resolves a story's main problem.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose the resolution that the text really describes.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Choose the true resolution.

STAAR asks: **How is the problem resolved at the end of the story?** Pick the ending that is really in the text, not one that is not in the text.

“The following month, the new system began.”

A The cafeteria bans desserts for the rest of the year. • **B** A rotating treat begins with a safe choice offered every week. • **C** Every student gets to pick a different dessert every single day.

I CAN | I can tell the true resolution apart from an ending that is not in the text.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves the plan is fair.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Show the proof the plan actually works.

STAAR asks: **Which sentence from the story best supports the idea that** the new plan gives every student a fair chance at dessert?

“But they would still appear regularly?”

I CAN | I can point to the exact sentence that proves a resolution is fair.



PLOT

TODAY'S THINKING JOB

OWN

“I can explain a resolution in my own words.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Own the resolution in your words.

Write two sentences that explain how the Friday treat problem gets resolved.

“The strongest choices happen when people speak, listen, investigate, and are willing to change their minds.”

I CAN | I can explain how a resolution solves a story's main problem.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain why the true resolution connects to earlier evidence.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Defend the resolution against an invented ending.

A student wrote: **The problem is resolved because the cafeteria bans desserts for the rest of the year.** How does the real resolution connect to the surveys and interviews from earlier? Explain.

“Should the class simply choose the most popular option?”

I CAN

I can defend the true resolution and explain how it connects to the rest of the plot.



Find the resolution on your own.

Go back to the story. Write how the Friday treat problem is resolved. Copy the sentence that proves it.

Go back to the story.
Write how the Friday treat problem is resolved.
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 commission's proposal rotates the Friday treat, offers a safe alternative, and surveys students monthly. That full plan is how the Friday dessert problem finally gets resolved.

CHOOSE B. A rotating treat begins with a safe choice offered every week. A is Not in the text: the story never says desserts are banned. C is Not in the text: the plan rotates treats, it does not let every student choose daily.

SHOW But they would still appear regularly? The word regularly proves cookies and other treats keep coming back for everyone, which is why the plan feels fair.

OWN Answers vary. Example: The commission rotates the Friday treat and surveys students each month. The strongest choices happen when people speak, listen, investigate, and change their minds, so nobody gets left out.

DEFEND The resolution connects to the surveys. The class asked should the class simply choose the most popular option, and decided no, which led to the rotating plan. Banning desserts is never mentioned in the story.

YOUR TURN Answers vary. Example: The class recommends a rotating treat with a safe alternative each week. Proof: a rotating Friday treat.



PLOT

READ THIS PASSAGE EXCERPT.

“Their proposal included: a rotating Friday treat; a safe alternative each week; a monthly student preference survey; estimated costs; and a system for Ms. Ruiz to adjust quantities using previous choices. ... The following month, the new system began.”

How is the Friday treat problem finally resolved at the end of the story?

- A** The cafeteria bans desserts completely for the rest of the year.
- B** Every student gets to choose a brand new dessert every single day.
- C** Cupcakes become the only dessert served every Friday from then on.
- D** A rotating Friday treat begins, with a safe alternative offered each week.



PLOT

The answer is D.

- A The cafeteria bans desserts completely for the rest of the year.**
Stretched or Unsupported: Not in the text. The story never says desserts are banned at any point.
- B Every student gets to choose a brand new dessert every single day.**
Stretched or Unsupported: Goes too far. The plan rotates by week, not a brand new dessert every day.
- C Cupcakes become the only dessert served every Friday from then on.**
Stretched or Unsupported: Not in the text. Cupcakes are only one option in the rotation, not the only dessert.
- D A rotating Friday treat begins, with a safe alternative offered each week. Correct.**
Correct. The commission's plan rotates the treat and includes a safe alternative; this is how the problem is resolved.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The rising action is the part of the story where the problem builds and events lead to the turning point.

I can tell what happens right after an event, and I check the story before I choose.

The test gives me traps that put events out of order, so I look at the order in the story.

THIS WEEK'S FOCUS

Plot

from “Hansel and Gretel*”

This week we learn about **the rising action**, the events that build up to a story's turning point. Our TEKS is **5.8(C)**, and this week's breakout is **the rising action**. We read **Hansel and Gretel**. 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 **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.*



PLOT

TODAY'S THINKING JOB

NOTICE

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

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Notice how the story begins.

Read the first lines of **Hansel and Gretel**. Notice the very first event. Circle the words that tell what happens.

“Hard by a great forest dwelt a poor wood-cutter with his wife and his two children.”

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 comes right after another event.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Choose what happens next.

STAAR asks: **Which event happens right after** Hansel and Gretel reach the little house built of bread? Pick the event that comes next.

“Hansel reached up above, and broke off a little of the roof to try how it tasted,”

- A** The children wake up in the forest after dark. • **B** The duck carries the children across the water. • **C** Hansel breaks off a little of the roof to taste it.

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 event in the story.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Show where the path leads.

STAAR asks: **Which sentence from the story best supports the idea that** the bird leads the children to the house?

“and they followed it until they reached a little house, on the roof of which it alighted;”

I CAN | I can point to the exact sentence that shows how one event leads to the next.



PLOT

TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Own the order of events.

Write three sentences that tell what happens during the rising action, in order. Use first, next, and last.

“Gretel began to weep bitterly, but it was all in vain, for she was forced to do what the wicked witch commanded.”

I CAN

I can retell three rising action 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 rising action, climax, falling action, and resolution”

Defend the order.

A student wrote: **The witch locked Hansel in the stable, and then Hansel and Gretel ate the house.** How does the story show that one event leads to the other? Explain the real order.

“Then good food was set before them, milk and pancakes, with sugar, apples, and nuts.”



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 witch locks Hansel in the little stable. Copy the sentence that proves it.

Go back to the story.

Write the event that happens right after the witch locks Hansel in the little stable.

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 opens with a poor wood-cutter, his wife, and their two children living hard by a great forest. When the family runs out of food, the rising action begins.

CHOOSE C. Hansel breaks off a little of the roof to taste it, right after the children reach the house. A is Out of order: the night waking is on the first trip. B is Out of order: the duck crossing comes at the end.

SHOW and they followed it until they reached a little house, on the roof of which it alighted. This line proves the bird leads the children, so the house comes right after the bird in the order of events.

OWN Answers vary. Example: First, the witch locks Hansel in the stable. Next, she makes Gretel cook for him. Last, Gretel weeps bitterly, but it is in vain, because she must do what the witch commands.

DEFEND The children eat the house first, and that leads the witch to welcome them inside, so good food was set before them, and only the next morning does she lock Hansel in the stable. The student's order is Out of order.

YOUR TURN Answers vary. Example: The witch wakes Gretel and tells her to cook for Hansel. Proof: Get up, lazy thing, fetch some water, and cook something good for your brother.

PLOT

READ THIS PASSAGE EXCERPT.

“Then she seized Hansel with her shrivelled hand, carried him into a little stable, and locked him in behind a grated door. ... Scream as he might, it would not help him.”

Which event happens right after the witch locks Hansel in the little stable?

- A** Hansel crumbles his bread and drops crumbs on the path.
- B** The witch wakes Gretel and tells her to cook for Hansel.
- C** The children throw themselves around their father's neck.
- D** The witch gives Hansel a magic potion to make him sleep.



PLOT

The answer is B.

Hansel crumbles his bread and drops crumbs on the path.

- A** Pattern Mix-Up: Out of order. Hansel drops the crumbs on the way into the forest, long before the witch locks him up.

The witch wakes Gretel and tells her to cook for Hansel. Correct.

- B** Correct. Right after she locks Hansel up, the witch wakes Gretel and orders her to cook food so Hansel will get fat.

The children throw themselves around their father's neck.

- C** Another Place: Wrong part of the story. Running to their father happens at the very end, after the children escape.

The witch gives Hansel a magic potion to make him sleep.

- D** Stretched or Unsupported: Not in the text. The story never says the witch uses a potion.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The climax is the turning point of the story, the moment everything changes.

I can find the climax and tell it apart from events that come before or after it.

The test gives me traps that name real events from other parts of the story, so I check the turning point.

THIS WEEK'S FOCUS

Plot

from “Hansel and Gretel*”

This week we learn about **the climax**, the turning point of the story where everything changes. Our TEKS is **5.8(C)**, and this week's breakout is **the climax**. We read **Hansel and Gretel**. STAAR asks: **Which event is the climax of the story?** Trap this week: **Wrong part of the story**, a real event that is not the turning point, like an event from the rising action or the resolution.

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.*



PLOT

TODAY'S THINKING JOB

NOTICE

“I can notice the danger right before the climax.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Notice the danger before the turn.

Read the part of **Hansel and Gretel** where the witch pushes Gretel toward the oven. Notice the danger right before the climax. Circle the words that show it.

“She pushed poor Gretel out to the oven, from which flames of fire were already darting.”

I CAN | I can notice the moment that leads up to the turning point.



PLOT

TODAY'S THINKING JOB

CHOOSE

"I can choose the climax of the story."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose the turning point.

STAAR asks: **Which event is the climax of the story?** Pick the turning point.

"Then Gretel gave her a push that drove her far into it, and shut the iron door, and fastened the bolt."

A The witch locks Hansel behind a grated door. • **B** Gretel pushes the witch into the oven and shuts the door. • **C** The white duck carries the children across the water.

I CAN | I can pick the turning point and tell it apart from other events.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves the turning point.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Show where the story turns.

STAAR asks: **Which sentence from the story best supports the idea that** the turning point begins when Gretel figures out the witch's plan?

“But Gretel saw what she had in mind, and said: ‘I do not know how I am to do it; how do I get in?’”

I CAN | I can point to the exact sentence where the story turns.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell the climax in order.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Own the turning point.

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

“Oh! then she began to howl quite horribly, but Gretel ran away and the godless witch was miserably burnt to death.”

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



PLOT

TODAY'S THINKING JOB

DEFEND

"I can explain how the climax leads to what happens next."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the turning point.

A student wrote: **The climax is when the witch pushes Gretel toward the oven.** How does the event in paragraph 17 lead to the children being saved? Explain the real turning point.

"Gretel, however, ran like lightning to Hansel, opened his little stable, and cried: 'Hansel, we are saved! The old witch is dead!'"

I CAN | I can defend the real turning point and explain what follows it.



PLOT

Find the climax on your own.

Go back to the story. Write the climax, the turning point of the story. Copy the sentence that proves it.

Go back to the story.
Write the climax, the turning point of the story.
Copy the sentence that proves it.

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

PLOT

Answers, across the five thinking levels.

NOTICE She pushed poor Gretel out to the oven, from which flames of fire were already darting. The witch wants to bake Gretel, and this danger is at its highest right before the turning point.

CHOOSE B. Gretel pushes the witch into the oven and shuts the door. A is Wrong part of the story: the stable comes in the rising action. C is Wrong part of the story: the duck crossing comes after the climax.

SHOW But Gretel saw what she had in mind, and said: 'I do not know how I am to do it; how do I get in?' Gretel sees that the witch wants to bake her, so she tricks the witch instead of climbing in, and that is the moment the story turns.

OWN Answers vary. Example: First, the witch tells Gretel to climb in. Next, Gretel asks how, and the witch shows her. Last, Gretel pushes her in, and the witch howls and burns. Proof: the godless witch was miserably burnt to death.

DEFEND Gretel pushes the witch into the hot oven, and that kills her, so Gretel runs like lightning to Hansel and cries that they are saved. A student who calls the witch's push the climax is Wrong part of the story.

YOUR TURN Answers vary. Example: Gretel pushes the witch into the oven and shuts the door. Proof: Then Gretel gave her a push that drove her far into it, and shut the iron door, and fastened the bolt.

PLOT

READ THIS PASSAGE EXCERPT.

“But Gretel saw what she had in mind, and said: ‘I do not know how I am to do it; how do I get in?’ ... ‘Silly goose,’ said the old woman. ‘The door is big enough; just look, I can get in myself!’”

Which event is the climax of the story?

- A** The witch locks Hansel behind a grated door.
- B** The children defeat the witch with a magic spell.
- C** Gretel pushes the witch into the oven and shuts the door.
- D** The white duck carries the children across the water.



PLOT

The answer is C.

- A The witch locks Hansel behind a grated door.**
Another Place: Wrong part of the story. The stable scene happens in the rising action, before the turning point.
- B The children defeat the witch with a magic spell.**
Stretched or Unsupported: Not in the text. The story never says the children use a magic spell.
- C Gretel pushes the witch into the oven and shuts the door. Correct.**
Correct. Gretel pushes the witch into the oven and bolts the door, and that is the turning point where the children take control.
- D The white duck carries the children across the water.**
Another Place: Wrong part of the story. The duck crossing comes after the climax, in the falling action.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The falling action is the part of the story that comes right after the climax, where the trouble starts to get better.

I can tell what happens right after the turning point, and I check the story before I choose.

The test gives me traps that name the wrong plot element, so I match each event to its part of the plot.

THIS WEEK'S FOCUS

Plot

from “The Golden Bird”*

This week we learn about **the falling action**, the events that come after the turning point and lead to the end. Our TEKS is **5.8(C)**, and this week's breakout is **the falling action**. We read **The Golden Bird**. STAAR asks: **What happens right after the climax?** Trap this week: **Wrong plot element**, a choice that names the wrong kind of plot event, like the resolution offered when the question asks about the falling action.

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.



PLOT

TODAY'S THINKING JOB

NOTICE

“I can notice where the falling action begins.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Notice where the falling action begins.

Read the lines right after the brothers throw the youngest son into the river. Notice the very first thing that happens after the turning point.

“Then the old fox came once more, and scolded him for not following his advice;”

I CAN | I can notice the first event that comes after the turning point.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose the event that comes right after the climax.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Choose what happens after the climax.

STAAR asks: **What happens right after the climax?** Pick the event that comes next.

“they came behind, and threw him down the bank, and took the princess, the horse, and the bird,”

A The fox pulls the youngest son out of the river. • **B** The youngest son shoots an arrow at the golden bird. • **C** The fox is changed back into the princess's brother.

I CAN | I can match an event to the right part of the plot.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves the falling action.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Show the falling action.

STAAR asks: **Which sentence from the story best supports the idea that** the falling action starts to fix the trouble?

“Then he pulled him out of the river, and said to him, as he got upon the bank,”

I CAN | I can point to the exact sentence where the falling action begins.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell falling action events in order.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Own the falling action.

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

“So he dressed himself as a poor man, and came secretly to the king's court,”

I CAN | I can retell three falling action events using first, next, and last.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how falling action events connect.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Defend the falling action.

How does the fox pulling the son out of the river lead to the princess returning? Explain the connection.

“and was scarcely within the doors when the horse began to eat, and the bird to sing, and the princess left off weeping.”

I CAN | I can explain how the rescue leads to the happy ending.



Follow the plot on your own.

Go back to the story. Write the event that happens right after the fox pulls the youngest son out of the river. Copy the sentence that proves it.

Go back to the story.
Write the event that happens right after the fox pulls the
youngest son out of the river.
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 Right after the brothers throw him into the river, the old fox comes back and scolds him for not listening. This is where the falling action begins, because the fox is about to pull him out.

CHOOSE A. The fox pulls the youngest son out of the river, right after the brothers throw him down the bank. B is Wrong part of the story: the arrow shot is rising action. C is Wrong plot element: the fox changing back is the resolution.

SHOW Then he pulled him out of the river, and said to him, as he got upon the bank. This sentence shows the fox saving the son, and that rescue is the first step of the falling action.

OWN Answers vary. Example: First, the fox pulls the son out of the river. Next, he dresses as a poor man and comes secretly to the king's court. Last, the horse begins to eat, the bird sings, and the princess stops weeping.

DEFEND The rescue starts the chain: the son reaches the court, the horse began to eat, the bird to sing, and the princess left off weeping, so the falling action leads to the ending. Naming this part the resolution is the Wrong plot element trap.

YOUR TURN Answers vary. Example: The fox warns him that his brothers are watching for him. Proof: Your brothers have set watch to kill you, if they find you in the kingdom.

PLOT

READ THIS PASSAGE EXCERPT.

“the two brothers said, 'Let us sit down by the side of the river, and rest a while, to eat and drink.' ... they came behind, and threw him down the bank, and took the princess, the horse, and the bird,”

What happens right after the climax?

- A** The golden bird screams and wakes the sleeping soldiers.
- B** The brothers are seized and punished by the king.
- C** The youngest son shoots an arrow at the fox.
- D** The fox comes back and pulls him out of the river.



PLOT

The answer is D.

The golden bird screams and wakes the sleeping soldiers.

- A** Another Place: Wrong part of the story. The bird screams early, when the son first tries to take it, in the rising action.

The brothers are seized and punished by the king.

- B** Pattern Mix-Up: Wrong plot element. Punishing the brothers is the resolution, not the falling action that comes right after the climax.

The youngest son shoots an arrow at the fox.

- C** Another Place: Wrong part of the story. The arrow shot at the fox happens at the start of the journey, in the rising action.

The fox comes back and pulls him out of the river. Correct.

- D** Correct. Right after the brothers throw him down the bank, the old fox comes back and pulls him out of the river, so the falling action begins.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The resolution is the part of the story where the main problem gets solved.

I can tell how the ending fixes the trouble, and I check who really does each action.

The test gives me traps that use the wrong character, so I reread before I choose.

THIS WEEK'S FOCUS

Plot

from “The Golden Bird*”

This week we learn about **the resolution**, the part of the story where the main problem gets solved. Our TEKS is **5.8(C)**, and this week's breakout is **the resolution**. We read **The Golden Bird**. STAAR asks: **How does the resolution solve the main problem?** Trap this week: **Wrong character**, a choice that gives a real action to the wrong character.

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.*



PLOT

TODAY'S THINKING JOB

NOTICE

“I can notice how the resolution solves the problem.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Notice the resolution.

Read the lines where the youngest son comes back to the king. Notice what happens to the brothers and to the princess.

“and they were seized and punished, and he had the princess given to him again;”

I CAN | I can notice what happens to each character at the end of the story.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose how the resolution solves the problem.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Choose how the problem is solved.

STAAR asks: **How does the resolution solve the main problem?** Pick the best answer.

“Then he went to the king, and told him all his brothers' roguery;”

- A** The fox tells the king about the brothers' roguery. • **B** The son tells the king the truth and wins back the princess. • **C** The princess seizes and punishes the two brothers.

I CAN | I can check who really does each action in the resolution.



PLOT

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Show the resolution.

STAAR asks: **Which sentence from the story best supports the idea that** the son wins everything back in the resolution?

“and after the king's death he was heir to his kingdom.”

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



PLOT

TODAY'S THINKING JOB

OWN

“I can retell the resolution in order.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Own the resolution.

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

“and in a moment the fox was changed into a man, and turned out to be the brother of the princess,”

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



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how the resolution solves the problem.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Defend the resolution.

How does the event in paragraph 18 lead to the main problem being solved? Explain the connection.

“and he had the princess given to him again;”

I CAN | I can explain the chain that leads to the main problem being solved.



Follow the plot on your own.

Go back to the story. Write what happens to the brothers in the resolution. Copy the sentence that proves it.

Go back to the story.
Write what happens to the brothers in the resolution.
Copy the sentence that proves it.

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

PLOT

Answers, across the five thinking levels.

NOTICE The brothers are seized and punished, and the princess is given to the son again. That is the resolution, because the main problem is finally fixed.

CHOOSE B. The son tells the king the truth and wins back the princess. A is Wrong character: the fox never goes to the king. C is Wrong character: the king punishes the brothers, not the princess.

SHOW and after the king's death he was heir to his kingdom. This line proves the son wins everything back, because the ending gives him the whole kingdom.

OWN Answers vary. Example: First, the son tells the king about his brothers, so they are seized and punished. Next, the princess is given back. Last, in a moment the fox is changed into a man who is the brother of the princess.

DEFEND Because the son tells the king the truth, the brothers are seized and punished, and he had the princess given to him again, so the chain solves the main problem. A student who credits the fox has the Wrong character trap.

YOUR TURN Answers vary. Example: The brothers are seized and punished. Proof: and they were seized and punished, and he had the princess given to him again;

PLOT

READ THIS PASSAGE EXCERPT.

“they came behind, and threw him down the bank, and took the princess, the horse, and the bird, ... but the horse would not eat, the bird would not sing, and the princess wept.”

How does the resolution solve the main problem?

- A** The king orders the gardener to keep watch under the tree.
- B** The son tells the king about his brothers, so they are punished and he gets the princess back.
- C** The princess tells the king that the fox is really her brother.
- D** The fox seizes the brothers and punishes them himself.

PLOT

The answer is B.

A

The king orders the gardener to keep watch under the tree.

Another Place: Wrong part of the story. Watching the tree is how the problem begins, not how it is solved.

B

The son tells the king about his brothers, so they are punished and he gets the princess back. Correct.

Correct. The son tells the king about the brothers, so they are seized and punished and the princess is given back to him.

C

The princess tells the king that the fox is really her brother.

Another Place: Wrong character. It is the son who goes to the king and tells what happened, not the princess.

D

The fox seizes the brothers and punishes them himself.

Another Place: Wrong character. The king seizes and punishes the brothers; the fox never does that.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The rising action is the events that build after the problem begins.

I can tell which event matters most to the plot, and I prove it with the story.

The test gives me traps that are only small details, so I look for the event that drives the plot.

THIS WEEK'S FOCUS

Plot

from “Mother Holle*”

This week we learn about **the rising action**, the events that build after the problem begins. Our TEKS is **5.8(C)**, and this week's breakout is **the rising action**. We read **Mother Holle**. STAAR asks: **Which event is most important to the plot?** Trap this week: **Small detail, not a plot event**, a tiny detail that really happens but does not drive the plot.

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.*



PLOT

TODAY'S THINKING JOB

NOTICE

“I can notice the problem that starts the rising action.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Notice the problem.

Read the first lines of **Mother Holle**. Notice what happens to the spindle by the well.

“the spindle suddenly sprang out of her hand and fell into the well.”

I CAN | I can notice what goes wrong at the beginning of the story.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose the event most important to the plot.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Choose the key event.

STAAR asks: **Which event is most important to the plot?** Pick the event that drives the story.

“and at last in her distress she jumped into the water after the spindle.”

A The cock on the well calls out to the girl. • **B** The girl shakes the apple tree until the apples fall. • **C** The girl jumps into the well after the spindle.

I CAN | I can tell a key event from a small detail.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves the key event.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Show the key event.

STAAR asks: **Which sentence from the story best supports the idea that** the jump carries the girl into the adventure?

“She remembered nothing more until she awoke and found herself in a beautiful meadow, full of sunshine, and with countless flowers blooming in every direction.”

I CAN | I can point to the exact sentence that proves the jump matters.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell rising action events in order.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Own the rising action.

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

“So she shook the tree, and the apples came falling down upon her like rain;”

I CAN | I can retell three rising action events using first, next, and last.



PLOT

TODAY'S THINKING JOB

DEFEND

"I can explain how rising action connects to the reward."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the key event.

How are the girl's helpful deeds connected to the gold she earns? Explain the connection.

"'That is a reward for your industry,' said Mother Holle, and as she spoke she handed her the spindle which she had dropped into the well."

I CAN | I can explain the connection between hard work and the gold.



PLOT

Follow the plot on your own.

Go back to the story. Write the event that is most important to the plot. Copy the sentence that proves it.

Go back to the story.
Write the event that is most important to the plot.
Copy the sentence that proves it.

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

PLOT

Answers, across the five thinking levels.

NOTICE As the girl leans over the well to wash off the blood, the spindle suddenly springs out of her hand and falls into the well. That lost spindle is what starts the trouble.

CHOOSE C. The girl jumps into the well after the spindle. A is Small detail, not a plot event: the cock's call at the end is a tiny detail. B is Small detail, not a plot event: the apple shaking shows kindness but does not drive the plot.

SHOW She remembered nothing more until she awoke and found herself in a beautiful meadow, full of sunshine. This line proves the jump leads somewhere new, because the next moment she is in the meadow where the rising action begins.

OWN Answers vary. Example: First, the girl jumps into the well. Next, she draws the bread out of the oven and shakes the apple tree until the apples rain down. Last, she agrees to serve Mother Holle and shakes the bed until the feathers fly.

DEFEND Because the girl helps the bread, the apples, and Mother Holle, she earns the gold, so Mother Holle says that is a reward for your industry. A student who calls the gold a small detail has the Small detail, not a plot event trap.

YOUR TURN Answers vary. Example: The girl jumps into the well after the spindle. Proof: and at last in her distress she jumped into the water after the spindle.

PLOT

READ THIS PASSAGE EXCERPT.

"Her stepmother sent her out every day to sit by the well in the high road, there to spin until she made her fingers bleed. ... 'As you have let the spindle fall into the well you may go yourself and fetch it out.'"

Which event is most important to the plot?

- A** The girl shakes the apple tree until all the apples fall.
- B** The lazy sister pricks her finger on a thorn-bush.
- C** The girl jumps into the water after the spindle.
- D** The cock on the well crows when the girl comes home.



PLOT

The answer is C.

The girl shakes the apple tree until all the apples fall.

- A** Topic Trap: Small detail, not a plot event. Shaking the apples shows her kindness, but it does not drive the plot the way the jump does.

The lazy sister pricks her finger on a thorn-bush.

- B** Another Place: Wrong part of the story. The thorn-bush trick comes from the lazy sister's part, in the second half of the story.

The girl jumps into the water after the spindle. Correct.

- C** Correct. The jump into the well carries the girl into the meadow and starts the rising action, so it is the event most important to the plot.

The cock on the well crows when the girl comes home.

- D** Topic Trap: Small detail, not a plot event. The cock's crow only marks her return home; it does not drive the plot.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

A setting is where and when a story happens.

The cafeteria setting starts this mystery because the cookies vanish there.

Setting details can be true but still not drive the plot, so I check what the place does.

THIS WEEK'S FOCUS

Plot

from “**The Great Chocolate Chip Cookie Mystery**”

This week we learn how **the setting** matters to a plot. Our TEKS is **5.8(C)**, and this week's breakout is **the rising action**. We read **The Great Chocolate Chip Cookie Mystery**. STAAR asks: **How is the setting important to the plot?** Trap this week: **Setting detail, not the plot**, a detail about a place that does not drive the story.

This deck teaches **how the setting starts the plot** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice where a story begins."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice where the mystery begins.

Read the first lines of **The Great Chocolate Chip Cookie Mystery**. Notice the time and place, and what the problem is.

"By 11:42 on Friday morning, fifth grade had a problem."

I CAN | I can notice the setting and the first problem of a story.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose how the setting matters.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Choose how the setting matters.

STAAR asks: **How is the setting important to the plot?** Pick the answer that tells what the cafeteria setting does to the plot.

“Jordan pointed dramatically at an empty silver tray.”

- A** The cafeteria has a serving window with a long lunch line. • **B** The cookies vanish in the cafeteria, so the mystery begins there. • **C** The lunch line stops moving because the students are very hungry.

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



TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves where an event starts.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Show where the investigation begins.

STAAR asks: **Which sentence from the story best supports the idea that** the investigation begins right in the cafeteria?

“Within thirty seconds, the investigation had already gone completely out of control.”

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 investigation events in order.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Own the rising action.

Write three events from the investigation in the order the class does them. Use first, next, and last.

“They compared several sources instead of stopping after the first one.”

I CAN | I can retell the rising action of the story in order.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how the setting starts the plot.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Defend how the setting matters.

How does the cafeteria setting lead to the rising action of the story?

“Behind them, the lunch line stopped moving.”

I CAN | I can defend how the setting leads into the rising action.



Track the mystery yourself.

Go back to the story. Write the event that begins the investigation. Copy the sentence that proves it.

Go back to the story.
Write the event that begins the investigation.
Copy the sentence that proves it.

I CAN | I can find the event that starts the investigation and prove it with a sentence.

PLOT

Answers, across the five thinking levels.

NOTICE The story opens at 11:42 on Friday morning, when fifth grade has a problem: the cookies are gone.

CHOOSE B. The cookies vanish in the cafeteria, so the mystery begins there. A is Setting detail, not the plot: the window and the line describe the place. C is Wrong motive: the line stops because the cookies are gone, not from hunger.

SHOW Within thirty seconds, the investigation had already gone completely out of control. The guessing starts at the lunch table, so this line proves the investigation begins right there in the cafeteria.

OWN Answers vary. Example: First the class makes guesses about the cookies. Next the teams gather evidence. Last they compared several sources instead of stopping after the first one.

DEFEND Because the cookies vanish in the cafeteria, the class starts guessing, and those guesses lead straight into the investigation. Behind them, the lunch line stopped moving, so the setting starts the rising action.

YOUR TURN Answers vary. Example: The class starts making guesses about the missing cookies. Proof: Within thirty seconds, the investigation had already gone completely out of control.

PLOT

READ THIS PASSAGE EXCERPT.

“By 11:42 on Friday morning, fifth grade had a problem. ... ‘They’re gone,’ announced Jordan, staring through the cafeteria serving window ... ‘But the menu said chocolate chip cookies!’ another student cried.”

Which event shows that the rising action begins in the cafeteria?

- A** Ruth Wakefield ran the Toll House Inn in Massachusetts.
- B** Jordan points at the empty tray and the class starts guessing.
- C** The cafeteria serving window is made of glass and steel.
- D** The cafeteria has a serving window where students line up.



PLOT

The answer is B.

Ruth Wakefield ran the Toll House Inn in Massachusetts.

- A** Pattern Mix-Up: Out of order. The Toll House research happens later, after the class begins guessing in the cafeteria.

Jordan points at the empty tray and the class starts guessing. Correct.

- B** Correct. Right in the cafeteria, Jordan points at the empty tray and the class starts making guesses, which begins the rising action.

The cafeteria serving window is made of glass and steel.

- C** Stretched or Unsupported: Not in the text. The story never says what the serving window is made of.

The cafeteria has a serving window where students line up.

- D** Topic Trap: Setting detail, not the plot. The serving window tells where students stand; it is not an event that moves the story.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The climax is the turning point of a story, where the problem begins to change.

In this story, the turning point comes when the class builds a plan that fits everyone.

The climax does not cause itself; I look for the events that make it happen.

THIS WEEK'S FOCUS

Plot

from “The Fifth-Grade Cookie Commission”

This week we learn **what causes the climax**. Our TEKS is **5.8(C)**, and this week's breakout is **the climax**. We read **The Fifth-Grade Cookie Commission**. STAAR asks: **What causes the climax of the story?** Trap this week: **Cause and effect switched**, when a choice says an effect caused the turning point instead of the other way around.

This deck teaches **what causes the turning point** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TODAY'S THINKING JOB

NOTICE

"I can notice how a story begins."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice how the challenge begins.

Read the first lines of **The Fifth-Grade Cookie Commission**. Notice what Principal Bennett asks fifth grade to do.

"Principal Bennett walked into Mrs. Delgado's classroom carrying a clipboard."

I CAN | I can notice the challenge that starts the plot.



TODAY'S THINKING JOB

CHOOSE

“I can choose what causes the climax.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Choose what causes the climax.

STAAR asks: **What causes the climax of the story?** First find the turning point, then pick what makes it happen.

“Whatever you recommend should include a choice they can safely enjoy.”

A The class needs a plan that gives everyone a safe choice. • **B** Sofia proposes cupcakes once a month. • **C** Eli founds Cookies for All with one cookie every Friday.

I CAN | I can tell which events make the turning point happen.



TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Show why the class needed more information.

STAAR asks: **Which sentence from the story best supports the idea that** the class needs a plan that fits different reasons?

“This time students could explain their reasoning.”

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 that lead to the climax.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Own the climb to the turning point.

Write three events that lead up to the turning point of the story, in order.

“The students reviewed everything they had collected.”

I CAN | I can put the rising action in order up to the turning point.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how an event causes the climax.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Defend the cause.

How does the second survey lead to the turning point of the story?

“Some liked cookies because they were familiar.”

I CAN | I can defend how the rising action leads into the turning point.



Track the turning point yourself.

Go back to the story. Write the plan Tessa draws when the class reaches the turning point. Copy the sentence that proves it.

Go back to the story.
Write the plan that becomes 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 The story begins when Principal Bennett walks into Mrs. Delgado's classroom carrying a clipboard and gives fifth grade the Cookie Commission challenge.

CHOOSE A. The class needs a plan that gives everyone a safe choice. B is Wrong part of the story: Sofia's cupcake plan is one competing idea. C is Out of order: Eli's party forms before the surveys.

SHOW This time students could explain their reasoning. The second survey shows that people want different things, so the class needs a plan that fits more than one choice.

OWN Answers vary. Example: First the class surveys students and learns the reasons. Next they hear the cost and allergy information. Last the students reviewed everything they had collected and built the plan everyone could accept.

DEFEND Because the second survey shows that people choose treats for different reasons, the class sees that no single treat fits everyone, and that leads Tessa to propose the rotating plan. Some liked cookies because they were familiar.

YOUR TURN Answers vary. Example: Tessa proposes a rotating Friday treat with a safe alternative each week. Proof: What if we rotate the Friday treat

PLOT

READ THIS PASSAGE EXCERPT.

“The students reviewed everything they had collected. ... The second survey explained reasons. ... The nurse explained health and allergy concerns.”

What causes the climax of the story?

- A** Cookies receive forty-four percent of the first survey votes.
- B** Jordan accepts democracy and stops arguing about cookies.
- C** Trevor raises his banana sign and says democracy has spoken.
- D** The students use the reasons and allergy needs to shape a plan for everyone.



PLOT

The answer is D.

Cookies receive forty-four percent of the first survey votes.

- A** Another Place: Wrong part of the story. The first survey comes early; it starts the debate, it does not create the compromise plan.

Jordan accepts democracy and stops arguing about cookies.

- B** Reversed Meaning: Cause and effect switched. Jordan accepts the plan after the turning point, so accepting does not cause it.

Trevor raises his banana sign and says democracy has spoken.

- C** Topic Trap: Small detail, not a plot event. The banana sign is a joke moment; it does not cause the compromise plan.

The students use the reasons and allergy needs to shape a plan for everyone. Correct.

- D** Correct. The survey reasons and the allergy needs push the class to build the rotating plan with a safe alternative, which is the turning point.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The falling action is the events that come after the climax and lead to the resolution.

In **Mother Holle**, the gold shower is the climax, and the return home is the falling action.

A **Goes too far** trap adds something the text never says, so I check the story before I choose.

THIS WEEK'S FOCUS

Plot

from “**Mother Holle***”

This week we learn about **the falling action**, the events after the climax that lead to the resolution. Our TEKS is **5.8(C)**, and this week's breakout is **the falling action**. We read the fairy tale **Mother Holle**. STAAR asks: **How do the events after the climax lead to the resolution?** Trap this week: **Goes too far**, a choice that adds more than the story really says.

This deck teaches **following the falling action to the resolution** 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 where the falling action begins.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Notice the falling action begin.

Read the lines right after the gold shower in **Mother Holle**. Notice the first event of the falling action.

“The gate was then closed, and the girl found herself back in the old world close to her mother's house.”

I CAN | I can notice the events right after the climax.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose the event that leads to the resolution.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Choose the falling action event.

STAAR asks: **How do the events after the climax lead to the resolution?** Pick the falling action event that carries the girl to the resolution.

“Then she went in to her mother and sister, and as she was so richly covered with gold, they gave her a warm welcome.”

A The gold makes her happy for the rest of her life. • **B** The girl returns through the gate, and her family welcomes her home. • **C** The girl wakes up in a meadow full of sunshine and flowers.

I CAN | I can tell the falling action from other parts of the plot.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves the falling action.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Show where the falling action lands.

STAAR asks: **Which sentence from the story best supports the idea that** the falling action brings the girl safely home?

“Cock-a-doodle-doo! Your golden daughter's come back to you.”

I CAN | I can point to the exact sentence that proves the girl is home.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell the falling action in order.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Own the falling action.

Write three events from the falling action and resolution in order. Use first, next, and last.

“She related to them all that had happened, and when the mother heard how she had come by her great riches, she thought she should like her ugly, lazy daughter to go and try her fortune.”

I CAN

I can retell the falling action and resolution using first, next, and last.



TODAY'S THINKING JOB

DEFEND

“I can explain how the falling action leads to the resolution.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Defend the falling action.

How do the events after the climax lead to the ending of the story? Explain the connection.

“But, try what she would, she could not get the pitch off and it stuck to her as long as she lived.”



I can defend how the events after the climax connect to the resolution.



PLOT

Follow the falling action on your own.

Go back to the story. Write the event that happens right after the shower of gold falls on the girl. Copy the sentence that proves it.

Go back to the story.

Write the event that happens *right after* the shower of gold.

Copy the sentence that proves it.

I CAN

I can find the event after the climax and prove it with a sentence.

PLOT

Answers, across the five thinking levels.

NOTICE The gold shower is the climax, and the falling action begins the moment the gate closes, when the girl finds herself back in the old world close to her mother's house.

CHOOSE B. The girl returns through the gate, and her family welcomes her home. A is Goes too far: the story never says the gold makes her happy forever. C is Wrong part of the story: waking in the meadow is rising action, before the climax.

SHOW Cock-a-doodle-doo! Your golden daughter's come back to you. The cock's call proves she is home again, and that return home is the falling action after the gold shower.

OWN Answers vary. Example: First, the gate closes and the girl is back home. Next, the cock crows and her family welcomes her warmly. Last, she tells all that happened, and the mother sends the lazy sister to try her fortune.

DEFEND Because the girl tells how she earned the gold, the mother sends the lazy sister, so she refuses to help and ends covered in pitch, and try what she would, she could not get the pitch off. Saying she keeps gold forever is Goes too far.

YOUR TURN Answers vary. Example: The gate closes and the girl is back near her mother's house. Proof: The gate was then closed, and the girl found herself back in the old world close to her mother's house.

PLOT

READ THIS PASSAGE EXCERPT.

“a shower of gold fell upon her, and the gold clung to her, so that she was covered with it from head to foot. ... Then she went in to her mother and sister, and as she was so richly covered with gold, they gave her a warm welcome.”

How do the events after the climax lead to the resolution?

- A** The girl returns home through the gate, and her family welcomes her warmly.
- B** The gold shower makes the girl happy forever and ever.
- C** The girl shakes the apple tree until every apple falls down.
- D** The lazy sister earns gold, while the girl comes home covered in pitch.



PLOT

The answer is A.

The girl returns home through the gate, and her family welcomes her warmly. Correct.

- A** Correct. After the gold shower, the gate closes and she is back home, and her family's warm welcome carries the story to its resolution.

The gold shower makes the girl happy forever and ever.

- B** Stretched or Unsupported: Goes too far. The story says she is covered with gold; it never says the gold makes her happy forever and ever.

The girl shakes the apple tree until every apple falls down.

- C** Another Place: Wrong part of the story. Shaking the apple tree happens in the rising action, before the climax and the falling action.

The lazy sister earns gold, while the girl comes home covered in pitch.

- D** Reversed Meaning: Opposite of the text. The story gives the girl gold and the lazy sister pitch; this choice swaps the two.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The rising action is the part of the plot where the problem builds.

In *A Voice of Their Own*, Thomas learns about self-government as the conflict grows.

The rising action leads to the climax, so I watch for events before the turning point.

THIS WEEK'S FOCUS

Plot

from “*A Voice of Their Own*”

This week we learn about **the rising action** in a play. Our TEKS is **5.8(C)**, and this week's breakout is **the rising action**. We read the play *A Voice of Their Own*. STAAR asks: **Which event in the play is part of the rising action?** Trap this week: **Out of order**, an event that really happens, but at a different time in the plot.

This deck teaches **how the rising action builds in a play** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PLOT

TODAY'S THINKING JOB

NOTICE

“I can notice how a play begins.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Notice how the play begins.

Read the first lines of **A Voice of Their Own**. Notice where the colonists' laws are made.

“In the colonies, most laws were made far away in Great Britain.”

I CAN | I can notice the first events of a play.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose an event from the rising action.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Choose the rising action.

STAAR asks: **Which event in the play is part of the rising action?** Find the event that builds the problem before the turning point.

“They have a group of representatives who help make decisions.”

A Thomas learns that people in Virginia choose representatives. • **B** Thomas says he finally understands at the end of the play. • **C** The king comes to the shop to speak with Thomas.

I CAN | I can pick the event that builds the problem in a play.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the line that proves Thomas's idea.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Show where Thomas's idea grows.

STAAR asks: **Which line from the play best supports the idea that** Thomas thinks having a voice is better than having none?

“That sounds better than having no say at all.”

I CAN | I can point to the line that shows what Thomas thinks.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell the rising action.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Own the rising action.

Write two events that build the rising action in this play, in the order they happen.

“As more laws were passed, colonists began to think differently.”

I CAN | I can retell events in the order they happen.



PLOT

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Defend how the play builds.

How does Mr. Harris's news about Virginia lead to Thomas's new idea?

“If we live here and follow these laws, we should have a part in making them.”

I CAN | I can defend how the rising action builds to the turning point.



Find the rising action yourself.

Go back to the play. Write one event from the rising action. Copy the line that proves it.

Go back to the play.
Write one event from the rising action.
Copy the line that proves it.

I CAN | I can find a rising action event and prove it with a line from the play.

PLOT

Answers, across the five thinking levels.

NOTICE The play opens with the narrator telling us that most colonial laws were made far away in **Great Britain**. That sets up the problem Thomas will question.

CHOOSE **A.** Thomas learns that people in Virginia choose representatives. B is Out of order: Thomas says this at the end of the play, after the rising action. C is Not in the text: the king never appears in this play.

SHOW That sounds better than having no say at all. Thomas says this right after Mr. Harris explains self-government, and it shows he wants a voice in the laws.

OWN **Answers vary.** Example: Thomas asks why the colonies follow laws made far away, and Mr. Harris tells him about Virginia's representatives. The narrator says that as more laws were passed, colonists began to think differently.

DEFEND **Because** Mr. Harris's news about Virginia gives Thomas a real example, he starts to want a voice and agrees that if we live here and follow these laws, we should have a part in making them. Saying he understood at the start is Out of order.

YOUR TURN **Answers vary.** Example: Thomas learns about Virginia's representatives. Proof: They have a group of representatives who help make decisions.

PLOT

READ THIS PASSAGE EXCERPT.

“In the colonies, most laws were made far away in Great Britain. ... Over time, some colonists began to question this. ... As more laws were passed, colonists began to think differently.”

Which event in the play is part of the rising action?

- A** Thomas sweeps outside the shop while Mr. Harris looks over papers.
- B** Mr. Harris says that once people start thinking that way, it's hard to go back.
- C** Thomas learns that people in Virginia choose representatives to help make decisions.
- D** The king rides through town and orders the shop closed.



PLOT

The answer is C.

Thomas sweeps outside the shop while Mr. Harris looks over papers.

- A** Topic Trap: Small detail, not a plot event. Sweeping is part of the stage directions; it does not move the plot forward.

Mr. Harris says that once people start thinking that way, it's hard to go back.

- B** Pattern Mix-Up: Out of order. Mr. Harris says this at the very end of the play, after the rising action.

Thomas learns that people in Virginia choose representatives to help make decisions. Correct.

- C** Correct. Thomas learns about Virginia's representatives in Scene 2, and that event builds the rising action toward the turning point.

The king rides through town and orders the shop closed.

- D** Stretched or Unsupported: Not in the text. The play never shows the king riding through town.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The climax is the turning point of a play, where the main idea is stated clearly.

In **A Voice of Their Own**, the climax comes when Mr. Harris firmly says colonists should help make the laws.

The climax changes Thomas, so I look for the moment the story turns.

THIS WEEK’S FOCUS

Plot

from “**A Voice of Their Own**”

This week we learn about **the climax** of a play. Our TEKS is **5.8(C)**, and this week's breakout is **the climax**. We read the play **A Voice of Their Own**. STAAR asks: **Which part of the play is the climax?** Trap this week: **Wrong part of the story**, an event that really happens, but in a different part of the plot.

This deck teaches **how the climax turns the play** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice how a play begins."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice how the play begins.

Read the first lines of **A Voice of Their Own**. Notice what the narrator tells us about the laws.

"In the colonies, most laws were made far away in Great Britain."

I CAN | I can notice the first events of a play.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose the climax of a play.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Choose the climax.

STAAR asks: **Which part of the play is the climax?** Find the turning point where the main idea is stated.

“If we live here and follow these laws, we should have a part in making them.”

A Thomas asks why colonists follow laws made far away. • **B** Thomas says he will keep listening and learning. • **C** Mr. Harris says colonists should have a part in making the laws.

I CAN | I can pick the turning point of the play.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the line that proves a change.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Show where Thomas changes.

STAAR asks: **Which line from the play best supports the idea that** Thomas's thinking changed at the climax?

“I didn't understand before, but now I do.”

I CAN | I can point to the line that proves the climax changed Thomas.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell the climax of the play.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Own the turning point.

Write the climax of the play and one event from the rising action that leads to it.

“As more laws were passed, colonists began to think differently.”

I CAN | I can retell the climax and the events that lead to it.

PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how the climax leads to the ending.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Defend the turning point.

How does the event in Scene 3 lead to the ending of the play?

“And once people start thinking that way, it's hard to go back.”

I CAN | I can defend how the turning point connects to the resolution.



Track the turning point yourself.

Go back to the play. Write the climax. Copy the line that proves it.

Go back to the play.
Write the climax.
Copy the line that proves it.

I CAN | I can find the climax and prove it with a line from the play.

PLOT

Answers, across the five thinking levels.

NOTICE The play opens with the narrator explaining that the colonies' laws were made far away in Great Britain, and Thomas soon asks why the colonists follow them.

SHOW I didn't understand before, but now I do. Thomas says this after Mr. Harris states the main idea, and it proves the climax changed his thinking.

DEFEND Because Mr. Harris states the belief in Scene 3, Thomas's thinking changes, and Mr. Harris warns that once people start thinking that way, it's hard to go back, so the idea keeps spreading.

CHOOSE C. Mr. Harris says colonists should have a part in making the laws. A is Wrong part of the story: Thomas's question comes in the rising action. B is Wrong part of the story: Thomas's promise comes in the resolution.

OWN Answers vary. Example: As more laws were passed, colonists began to think differently, and then Mr. Harris firmly says colonists should have a part in making the laws.

YOUR TURN Answers vary. Example: Mr. Harris says colonists should help make the laws. Proof: If we live here and follow these laws, we should have a part in making them.



PLOT

READ THIS PASSAGE EXCERPT.

“In the colonies, most laws were made far away in Great Britain. ... I've been hearing about Virginia. ... Slowly, ideas about self-government began to grow.”

Which part of the play is the climax?

- A** Thomas asks why the colonists follow laws from people who don't live here.
- B** Thomas says he will keep listening and learning.
- C** Mr. Harris says the king and Parliament make the rules.
- D** Mr. Harris firmly says colonists should have a part in making the laws.



PLOT

The answer is D.

- A** **Thomas asks why the colonists follow laws from people who don't live here.**
Another Place: Wrong part of the story. Thomas's question starts the rising action; it is not the turning point.
- B** **Thomas says he will keep listening and learning.**
Another Place: Wrong part of the story. Thomas's promise comes in the resolution, after the climax.
- C** **Mr. Harris says the king and Parliament make the rules.**
Another Place: Wrong part of the story. Mr. Harris explains the rules in Scene 1, before the climax.
- D** **Mr. Harris firmly says colonists should have a part in making the laws. Correct.**
Correct. Mr. Harris's firm statement is the turning point where the play's main idea is stated and Thomas changes.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

Dialogue is what the characters say, and it can move the plot forward.

In *A Voice of Their Own*, the talk about new laws makes the conflict grow.

The rising action builds through conversation, so I watch what the talk leads to.

THIS WEEK’S FOCUS

Plot

from “*A Voice of Their Own*”

This week we learn how **dialogue** moves the plot of a play. Our TEKS is **5.8(C)**, and this week's breakout is **the rising action**. We read the play ***A Voice of Their Own***. STAAR asks: **Why are these lines important to the plot of the play?** Trap this week: **Small detail, not a plot event**, a choice that points to a small detail instead of the event that moves the plot.

This deck teaches **how dialogue moves the plot** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice how a play begins."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice how the play begins.

Read the first lines of **A Voice of Their Own**. Notice what the narrator tells us about the colonists.

"Over time, however, some colonists began to wonder if there could be a better way."

I CAN | I can notice the first facts of a play.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose why dialogue matters to the plot.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Choose why the lines matter.

STAAR asks: **Why are these lines important to the plot of the play?** The lines are the talk about the new laws. Pick the reason they matter.

“They were talking about new laws.”

- A** The lines show that the new laws worry many colonists. • **B** The lines show that the wagon rolls past the shop. • **C** The lines show that the king will visit the shop.

I CAN | I can pick the reason a line of talk moves the plot.



TODAY'S THINKING JOB

SHOW

"I can show the line that proves an idea."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show where the talk moves the plot.

STAAR asks: **Which line from the play best supports the idea that** a new law can make colonists pay attention?

"Sometimes people don't think about government until a new law changes their daily lives."

I CAN | I can point to the line that supports the main idea.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell how dialogue moves the plot.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Own the rising action.

Write two dialogue lines from the play that move the plot. Tell what each one makes happen.

“More people are listening than ever before.”

I CAN | I can connect dialogue lines to the events they cause.



TODAY'S THINKING JOB

DEFEND

"I can explain how dialogue leads to a new idea."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the connection.

How does the talk about the new laws lead to Thomas's wish for a voice?

"I would rather have someone nearby speaking for us than someone far away who has never visited."

I CAN | I can defend how the talk connects to Thomas's wish.



Track the dialogue yourself.

Go back to the play. Write one dialogue line that moves the plot. Copy the line that proves it.

Go back to the play.
Write one dialogue line that moves the plot.
Copy the line that proves it.

I CAN | I can find a dialogue line that moves the plot and prove it with a line from the play.

PLOT

Answers, across the five thinking levels.

NOTICE The play opens with the narrator explaining that most laws were made far away, and over time, however, some colonists began to wonder if there could be a better way. That wonder starts the conflict.

CHOOSE A. The lines show that the new laws worry many colonists. B is Setting detail, not the plot: the wagon rolling past is a stage direction. C is Not in the text: the play never says the king will visit.

SHOW Sometimes people don't think about government until a new law changes their daily lives. Mr. Harris says this, and it explains why the new laws make colonists listen.

OWN Answers vary. Example: Mr. Harris says more people are listening than ever before, and Thomas asks if the new laws affect everyone. Each line shows the conflict growing.

DEFEND Because the customers' talk shows how the new laws affect everyone, Thomas starts to want a say, and he says he would rather have someone nearby speaking for us than someone far away who has never visited.

YOUR TURN Answers vary. Example: Thomas asks if the new laws affect everyone. Proof: Do the new laws affect everyone?

PLOT

READ THIS PASSAGE EXCERPT.

“They were talking about new laws. ... Do the new laws affect everyone? ... Many of them do. Shop owners, farmers, workers, and families all feel the effects.”

Why are these lines important to the plot of the play?

- A** The lines show that Thomas steps aside while the customers enter.
- B** The lines show that the king plans to visit the shop.
- C** The lines matter because the new laws touch many people and build the conflict.
- D** The lines show that Thomas wants to stop sweeping forever.



PLOT

The answer is C.

The lines show that Thomas steps aside while the customers enter.

- A** Topic Trap: Small detail, not a plot event. Thomas stepping aside is a stage direction that does not move the plot.

The lines show that the king plans to visit the shop.

- B** Stretched or Unsupported: Not in the text. The play never says the king plans to visit the shop.

The lines matter because the new laws touch many people and build the conflict. Correct.

- C** Correct. The lines show the new laws touch many people, and that growing worry builds the rising action.

The lines show that Thomas wants to stop sweeping forever.

- D** Stretched or Unsupported: Goes too far. Thomas stops to think; the play never says he wants to stop forever.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

A play can show a conflict, and the resolution is how that conflict ends.

In *A Voice of Their Own*, the conflict ends when colonists believe people should help make the laws.

A Wrong character trap gives one character's real words to a different character, so I check who really speaks.

THIS WEEK'S FOCUS

Plot

from “*A Voice of Their Own*”

This week we learn about **the resolution** of a play. Our TEKS is **5.8(C)**, and this week's breakout is **the resolution**. We read the play *A Voice of Their Own*. STAAR asks: **How is the conflict resolved at the end of the play?** Trap this week: **Wrong character**, a choice that gives one character's real words or actions to a different character.

This deck teaches **how a play's conflict ends** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice the conflict at the start of a play.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Notice how the play begins.

Read the opening lines of **A Voice of Their Own**. Notice what the narrator says about the laws.

“Over time, however, some colonists began to ask questions.”

I CAN | I can notice the conflict that the resolution will end.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose how a conflict is resolved.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Choose how the conflict ends.

STAAR asks: **How is the conflict resolved at the end of the play?** Pick the answer that names how the colonists' problem ends.

“It means people help choose representatives who speak for them and make decisions closer to home.”

A The customer explains self-government to Thomas. • **B** The colonists come to believe representatives give people a voice. • **C** The traveler tells the colonists which laws to change.

I CAN | I can pick the answer that tells how the play's conflict ends.



TODAY'S THINKING JOB

SHOW

“I can show the line that proves the resolution.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Show where the play resolves.

STAAR asks: **Which line from the play best supports the idea that** colonists believed they should help make the laws?

“If we live here and follow these laws, we should have a part in making them.”

I CAN | I can point to the exact line where the resolution is stated.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell what Thomas understands.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Own the resolution.

Write what Thomas finally understands about self-government. Use his words where you can.

“I think I finally understand what self-government means.”

I CAN

I can retell the resolution of Thomas's thinking.



TODAY'S THINKING JOB

DEFEND

"I can explain how the talk leads to a new idea."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the connection.

How does Thomas's talk with Mr. Harris lead to his new understanding of government?

"Now I see that laws affect families, businesses, farmers, and workers."

I CAN | I can defend how the conversation leads to the resolution.



PLOT

Track the resolution yourself.

Go back to the play. Write how the colonists' conflict ends. Copy the line that proves it.

Go back to the play.
Write how the conflict ends.
Copy the line that proves it.

I CAN | I can tell how the conflict ends and prove it with a line from the play.

PLOT

Answers, across the five thinking levels.

NOTICE The narrator says most laws were made far away in Great Britain, and over time, however, some colonists began to ask questions. Those questions are the conflict of the play.

CHOOSE B. The colonists come to believe representatives give people a voice. A is Wrong character: it is Mr. Harris who explains self-government, not the customer. C is Not in the text: the traveler brings news but never names laws to change.

SHOW If we live here and follow these laws, we should have a part in making them. Mr. Harris says this firmly, and it shows why colonists began to want a voice in the laws.

OWN Answers vary. Example: Thomas understands that people help choose representatives who speak for them and make decisions closer to home. He says I think I finally understand what self-government means.

DEFEND Because Mr. Harris shows how laws touch every kind of person, Thomas stops seeing government as separate from daily life, and he says now I see that laws affect families, businesses, farmers, and workers, so he wants people to have a voice.

YOUR TURN Answers vary. Example: The colonists come to believe that people should have a voice in the laws. Proof: If we live here and follow these laws, we should have a part in making them.

PLOT

READ THIS PASSAGE EXCERPT.

“MR. HARRIS: (firmly) If we live here and follow these laws, we should have a part in making them. ...

THOMAS: I think I finally understand what self-government means. ... NARRATOR: These ideas continued to spread throughout the colonies.”

How is the conflict resolved at the end of the play?

- A** The conflict ends when colonists believe that chosen representatives give people a voice.
- B** The neighbor resolves the conflict by explaining how representatives should be chosen.
- C** The customer resolves the conflict by announcing another meeting next week.
- D** The traveler resolves the conflict by bringing news from the other colonies.



PLOT

The answer is A.

A **The conflict ends when colonists believe that chosen representatives give people a voice. Correct.**

Correct. The play ends with colonists believing that people who live here should help make the laws they follow.

B **The neighbor resolves the conflict by explaining how representatives should be chosen.**

Another Place: Wrong character. It is Mr. Harris who explains how representatives work, not the neighbor.

C **The customer resolves the conflict by announcing another meeting next week.**

Topic Trap: Small detail, not a plot event. Announcing a meeting is a small event that does not end the conflict.

D **The traveler resolves the conflict by bringing news from the other colonies.**

Pattern Mix-Up: Wrong plot element. The traveler's news is part of the rising action, not the resolution.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The rising action is the events that build the problem before the turning point.

In *The Garden That Wouldn't Grow*, Kendrix waters too much and the garden gets worse.

An Out of order trap names a real event, but at the wrong time.

THIS WEEK'S FOCUS

Plot

from “*The Garden That Wouldn't Grow*”

This week we learn about **the rising action** of a longer story. Our TEKS is **5.8(C)**, and this week's breakout is **the rising action**. We read the story **The Garden That Wouldn't Grow**. STAAR asks: **Which event happens right before...?** Trap this week: **Out of order**, an event that really happens, but not at the time the question asks about.

This deck teaches **the order of events in the rising action** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

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

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Notice how the trouble begins.

Read the beginning of **The Garden That Wouldn't Grow**. Notice what Kendrix sees when she checks the garden.

“After two weeks, Kendrix noticed that the plants appeared weak.”

I CAN | I can notice the problem that starts the rising action.



PLOT

TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Choose what happens right before.

STAAR asks: **Which event happens right before the garden's condition worsened?** Pick the event that comes just before.

“The following day, she watered each plant much more than usual.”

- A** The plants began to recover within several days. • **B** Her grandmother watered the garden every morning. • **C** Kendrix watered each plant much more than usual.

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



PLOT

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Show where the trouble grows.

STAAR asks: **Which sentence from the story best supports the idea that** the extra water made the garden worse?

“Instead of improving, the garden's condition worsened.”

I CAN | I can point to the sentence that shows the garden getting worse.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell the rising action.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Own the rising action.

Write the rising action in your own words. Tell what Kendrix does and what happens because of it.

“She had believed that adding more water would help the plants grow stronger.”

I CAN | I can retell what Kendrix does and what it causes.



TODAY'S THINKING JOB

DEFEND

“I can explain how one event leads to another.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Defend the connection.

How does Kendrix's extra watering lead to the plants getting worse?

“Without proper air, the roots cannot function effectively.”

I CAN | I can defend how the watering causes the worsening.



PLOT

Track the order yourself.

Go back to the story. Write the event that happens right before the garden's condition worsened. Copy the sentence that proves it.

Go back to the story.
Write the event that happens right before the garden's
condition worsened.
Copy the sentence that proves it.

I CAN | I can find the event right before a moment and prove it with a sentence.

PLOT

Answers, across the five thinking levels.

NOTICE Kendrix checks the garden after two weeks and sees that the plants appeared weak, with pale leaves and drooping stems. That is where the problem begins.

CHOOSE C. Kendrix watered each plant much more than usual. A is Out of order: the recovery comes at the end of the story. B is Not in the text: the story never says her grandmother watered the garden every morning.

SHOW Instead of improving, the garden's condition worsened. This sentence shows that the extra water did not help and the garden kept getting worse.

OWN Answers vary. Example: Kendrix thinks more water will fix the plants, so she waters a lot, but the garden gets worse instead. The story says she had believed that adding more water would help the plants grow stronger.

DEFEND Because the extra water makes the soil too wet, the roots cannot get enough air, and the story says without proper air, the roots cannot function effectively, so the plants keep getting worse.

YOUR TURN Answers vary. Example: Kendrix watered each plant much more than usual. Proof: The following day, she watered each plant much more than usual.



PLOT

READ THIS PASSAGE EXCERPT.

“After two weeks, Kendrix noticed that the plants appeared weak. ... Thinking she understood the problem, Kendrix suggested that the plants needed more water. ... Instead of improving, the garden's condition worsened.”

Which event happens right before the garden's condition worsened?

- A** The plants began to recover within several days.
- B** Her grandmother showed Kendrix how to pull weeds.
- C** The soil stayed dry because Kendrix stopped watering.
- D** Kendrix watered each plant much more than usual.



PLOT

The answer is D.

- A The plants began to recover within several days.**
Pattern Mix-Up: Out of order. The plants recover at the end of the story, after the garden worsened, not before.
- B Her grandmother showed Kendrix how to pull weeds.**
Stretched or Unsupported: Not in the text. The story never shows her grandmother teaching Kendrix to pull weeds.
- C The soil stayed dry because Kendrix stopped watering.**
Reversed Meaning: Opposite of the text. The soil became overly wet and muddy, not dry.
- D Kendrix watered each plant much more than usual. Correct.**
Correct. Kendrix watered each plant much more than usual, and right after that the garden's condition worsened.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The climax is the turning point where the story begins to change.

In *The Garden That Wouldn't Grow*, the climax is when Kendrix realizes her watering caused the problem.

A Wrong motive trap gives a real action a reason the text never supports.

THIS WEEK'S FOCUS

Plot

from “*The Garden That Wouldn't Grow*”

This week we learn **why the climax matters**. Our TEKS is **5.8(C)**, and this week's breakout is **the climax**. We read the story **The Garden That Wouldn't Grow**. STAAR asks: **Why is the event in paragraph 1 the climax of the story?** Trap this week: **Wrong motive**, a choice that gives a real action a reason the story never supports.

This deck teaches **why the climax matters** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice how the story starts."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice how the story starts.

Read the beginning of **The Garden That Wouldn't Grow**. Notice what Kendrix and her grandmother do before the plants get weak.

"They pulled weeds, loosened the soil, and mixed in compost to help the plants grow."

I CAN | I can notice the care the gardeners give at the start.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose why a moment is the climax.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Choose why the moment is the climax.

STAAR asks: **Why is the event in paragraph 1 the climax of the story?** The event is Kendrix realizing her actions changed the soil. Pick the reason this moment is the turning point.

“Kendrix realized that her actions had changed the condition of the soil, which affected the plants' health.”

- A** It is the climax because Kendrix waters the plants to dry the soil. • **B** It is the turning point where Kendrix sees what caused the problem. • **C** It is the climax because Kendrix decides to stop watering the garden.

I CAN | I can pick the reason a turning point matters.





TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Show the evidence for the problem.

STAAR asks: **Which sentence from the story best supports the idea that** too much water caused the problem?

“The soil became overly wet and muddy, and many of the leaves started to turn yellow.”

I CAN | I can point to the sentence that shows what too much water did.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell the climax in my own words.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Own the climax.

Write the climax in your own words. Tell what Kendrix realizes and why it changes the story.

“Her grandmother explained that healthy roots need both water and air to do their job.”

I CAN | I can retell the turning point and why it matters.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how the climax leads to the ending.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Defend the connection.

How does Kendrix's realization lead to the plants recovering?

“Within several days, the plants began to recover.”

I CAN | I can defend how the realization connects to the recovery.



Track the climax yourself.

Go back to the story. Write why the moment Kendrix realizes the problem is the climax. Copy the sentence that proves it.

Go back to the story.
Write why the realization is the climax.
Copy the sentence that proves it.

I CAN | I can explain why a moment is the climax and prove it with a sentence.

PLOT

Answers, across the five thinking levels.

NOTICE Before planting, Kendrix and her grandmother pull weeds, loosen the soil, and mix in compost to help the plants grow. All that care makes the trouble later more surprising.

CHOOSE B. It is the turning point where Kendrix sees what caused the problem. A is Wrong motive: Kendrix waters the plants hoping they will grow, not to dry the soil. C is Goes too far: the story says they water less often, never that they stop.

SHOW The soil became overly wet and muddy, and many of the leaves started to turn yellow. This sentence shows that the extra water made the soil too wet and the leaves turned yellow.

OWN Answers vary. Example: Kendrix realizes that her own watering made the soil too wet, and that understanding is the turning point. Her grandmother explained that healthy roots need both water and air to do their job.

DEFEND Because Kendrix realizes her watering caused the problem, she changes how she cares for the garden, and within several days, the plants began to recover, so the turning point leads straight to the resolution.

YOUR TURN Answers vary. Example: It is the turning point because Kendrix understands what caused the problem. Proof: Kendrix realized that her actions had changed the condition of the soil, which affected the plants' health.

PLOT

READ THIS PASSAGE EXCERPT.

“Instead of improving, the garden's condition worsened. ... Kendrix felt puzzled and slightly frustrated. ... Kendrix realized that her actions had changed the condition of the soil, which affected the plants' health.”

Why is the event in paragraph 1 the climax of the story?

- A** It is the climax because Kendrix realizes her actions changed the soil and the story turns toward fixing it.
- B** It is the climax because Kendrix waters the plants to make the soil dry out.
- C** It is the climax because the plants begin to recover that same day.
- D** It is the climax because Kendrix stops watering the garden forever.

PLOT

The answer is A.

- A** **It is the climax because Kendrix realizes her actions changed the soil and the story turns toward fixing it. Correct.**
Correct. Kendrix realizes her actions changed the soil, and that turning point moves the story from the problem toward the fix.
- B** **It is the climax because Kendrix waters the plants to make the soil dry out.**
Stretched or Unsupported: Wrong motive. Kendrix waters the plants hoping they will grow stronger, not to dry out the soil.
- C** **It is the climax because the plants begin to recover that same day.**
Another Place: Wrong part of the story. The plants recover in the resolution, after the climax, not at the climax.
- D** **It is the climax because Kendrix stops watering the garden forever.**
Stretched or Unsupported: Goes too far. The story says they water less often, never that Kendrix stops forever.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The falling action is the part after the climax where the story starts to settle and change.

In *The Garden That Wouldn't Grow*, the falling action shows the garden getting better after Kendrix understands the problem.

A Cause and effect switched trap swaps which event caused which, so I check the story before I choose.

THIS WEEK'S FOCUS

Plot

from “*The Garden That Wouldn't Grow*”

This week we learn **what changes in the falling action**. Our TEKS is **5.8(C)**, and this week's breakout is **the falling action**. We read the story **The Garden That Wouldn't Grow**. STAAR asks: **How do things change during the falling action?** Trap this week: **Cause and effect switched**, a choice that swaps which event caused which, so the real cause looks like the result.

This deck teaches **what changes in the falling action** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice the change in the falling action.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Notice the change after the climax.

Read the end of **The Garden That Wouldn't Grow**. Notice what happens after Kendrix understands the problem.

“Within several days, the plants began to recover.”

I CAN | I can notice how the garden starts to recover.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose what changes in the falling action.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Choose what changes during the falling action.

STAAR asks: **How do things change during the falling action?** Pick the change the story shows after the turning point.

“New leaves appeared greener, and many of the stems became stronger and stood upright again.”

- A** The plants become weaker and the leaves turn yellow. • **B** The garden stays muddy and the plants keep drooping. • **C** The plants recover and the stems stand upright again.

I CAN | I can pick the change the story shows after the climax.



TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Show the evidence of recovery.

STAAR asks: **Which sentence from the story best supports the idea that** the falling action gives the roots what they need?

“The puddles disappeared, and the roots had a better chance to get the air they needed.”

I CAN | I can point to the sentence that shows the falling action helping the roots.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell the falling action in my own words.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Own the falling action.

Write the falling action in your own words. Tell what changes after Kendrix understands the problem.

“The stems became stronger and stood more upright.”

I CAN

I can retell what changes after the climax.



TODAY'S THINKING JOB

DEFEND

“I can explain how the change leads to the recovery.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Defend the connection.

How does Kendrix's new approach lead to the plants recovering?

“If the soil still felt damp below the surface, they waited another day before watering again.”



I can defend how the new approach connects to the plants getting better.



Track the falling action yourself.

Go back to the story. Write how things change during the falling action. Copy the sentence that proves it.

Go back to the story.
Write how things change during the falling action.
Copy the sentence that proves it.

I CAN | I can tell how things change in the falling action and prove it with a sentence.

PLOT

Answers, across the five thinking levels.

NOTICE Within several days, the plants began to **recover**. After the climax, the falling action shows the garden starting to get better.

CHOOSE C. The plants recover and the stems stand upright again. A is Wrong part of the story: the yellow leaves come before the falling action. B is Opposite of the text: the mud dries and the plants improve in the falling action.

SHOW The puddles disappeared, and the roots had a **better chance to get the air they needed**. This sentence shows the change because the soil is drying out and the roots are getting air again.

OWN **Answers vary.** Example: After Kendrix understands the problem, she waters less, the soil dries out, and the stems became stronger and stood more upright.

DEFEND Because Kendrix waters less often, the soil can dry out, and if the soil still felt damp below the surface, they waited another day before watering again, so the roots get air and the plants recover.

YOUR TURN **Answers vary.** Example: The plants recover because the soil dries out and the roots get air. Proof: The puddles disappeared, and the roots had a better chance to get the air they needed.

PLOT

READ THIS PASSAGE EXCERPT.

“Thinking she understood the problem, Kendrix suggested that the plants needed more water. ... Then she explained that while water is necessary for plant growth, too much water can prevent roots from getting enough air. ... Within several days, the plants began to recover.”

How do things change during the falling action?

- A** The garden becomes muddier and the plants grow weaker each day.
- B** The gardeners water less often, the soil dries out, and the plants begin to recover.
- C** The plants get better because Kendrix adds more compost to the soil.
- D** The plants recover, so Kendrix decides she was right to water them so much.



PLOT

The answer is B.

The garden becomes muddier and the plants grow weaker each day.

- A** Another Place: Wrong part of the story. The mud and the weak plants appear before the falling action, when Kendrix overwatered.

The gardeners water less often, the soil dries out, and the plants begin to recover. Correct.

- B** Correct. In the falling action the gardeners water less often, the soil dries out, and the plants begin to recover.

The plants get better because Kendrix adds more compost to the soil.

- C** Stretched or Unsupported: Not in the text. The story never says more compost makes the plants recover.

The plants recover, so Kendrix decides she was right to water them so much.

- D** Reversed Meaning: Cause and effect switched. Her heavy watering caused the problem, and the plants recover because she waters less.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The resolution is the ending of the story, where the problem is settled and the loose ends close.

In *The Garden That Wouldn't Grow*, the resolution shows the garden healthy and the harvest ready.

A Wrong part of the story trap offers an event from another part of the plot, so I check where it happens.

THIS WEEK'S FOCUS

Plot

from “*The Garden That Wouldn't Grow*”

This week we learn **proving the resolution**. Our TEKS is **5.8(C)**, and this week's breakout is **the resolution**. We read the story **The Garden That Wouldn't Grow**. STAAR asks: **Which sentence best shows the resolution of the story?** Trap this week: **Wrong part of the story**, a choice that offers a real event from another part of the plot, not the ending.

This deck teaches **proving the resolution** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice how the story ends.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Notice how the story ends.

Read the ending of **The Garden That Wouldn't Grow**. Notice how the story finishes.

“As they worked, Kendrix remembered how worried she had been only a few weeks earlier.”

I CAN | I can notice where the resolution begins.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose the sentence that shows the resolution.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Choose the resolution sentence.

STAAR asks: **Which sentence best shows the resolution of the story?** Pick the sentence that shows the ending, after the problem is solved.

“Kendrix and her grandmother carefully picked tomatoes, peppers, and herbs together.”

A Kendrix and her grandmother pick the vegetables they grew. • **B** Kendrix waters each plant much more than usual. • **C** The leaves turn yellow and the stems keep drooping.

I CAN | I can pick the sentence that shows the ending.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves the conflict is over.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Show the evidence that the conflict is over.

STAAR asks: **Which sentence from the story best supports the idea that the conflict is over?**

“Looking at the healthy garden now, it was difficult to believe that many of the plants had once looked close to dying.”

I CAN | I can point to the sentence that shows the garden has recovered.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell the resolution in my own words.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Own the resolution.

Write the resolution in your own words. Tell how the story ends for Kendrix and the garden.

“They filled baskets with vegetables they had grown themselves.”

I CAN | I can retell how the story ends.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how the harvest connects to the lesson.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Defend the connection.

How does the harvest connect to Kendrix's lesson in the resolution?

“She understood that healthy plants depend on a balance of sunlight, water, air, nutrients, and space.”

I CAN

I can defend how the ending ties the story together.



Track the resolution yourself.

Go back to the story. Write the sentence that best shows the resolution. Copy the sentence that proves it.

Go back to the story.
Write the sentence that best shows the resolution.
Copy the sentence that proves it.

I CAN | I can find the sentence that best shows the resolution and prove it.

PLOT

Answers, across the five thinking levels.

NOTICE As they worked, Kendrix remembered how worried she had been only a few weeks earlier, and that look back shows the trouble is over. The resolution begins when the harvest comes.

CHOOSE A. Kendrix and her grandmother pick the vegetables they grew. B is Wrong part of the story: the heavy watering happens before the resolution. C is Opposite of the text: the resolution shows the garden healthy, not drooping.

SHOW Looking at the healthy garden now, it was difficult to believe that many of the plants had once looked close to dying. This sentence shows the conflict is over because the garden is healthy again.

OWN Answers vary. Example: The resolution shows the garden recovered, and they filled baskets with vegetables they had grown themselves, so the ending is happy and the problem is solved.

DEFEND Because Kendrix changes how she cares for the garden, it recovers, so the harvest shows the problem is solved, and she understood that healthy plants depend on a balance of sunlight, water, air, nutrients, and space.

YOUR TURN Answers vary. Example: The resolution is the harvest, when the garden is healthy. Proof: Looking at the healthy garden now, it was difficult to believe that many of the plants had once looked close to dying.

PLOT

READ THIS PASSAGE EXCERPT.

“Her grandmother explained that while water is necessary for plant growth, too much water can prevent roots from getting enough air. ... Kendrix and her grandmother carefully picked tomatoes, peppers, and herbs together. ... Looking at the healthy garden now, it was difficult to believe that many of the plants had once looked close to dying.”

Which sentence best shows the resolution of the story?

- A** Kendrix and her grandmother fill baskets with the vegetables they grew.
- B** Kendrix waters every plant until the soil becomes dark and soaked.
- C** The plants recover that same day Kendrix realizes the problem.
- D** The leaves turn yellow because the plants get too much sunlight.



PLOT

The answer is A.

A **Kendrix and her grandmother fill baskets with the vegetables they grew. Correct.**
Correct. The resolution is the ending, when the garden is healthy and the harvest is gathered.

B **Kendrix waters every plant until the soil becomes dark and soaked.**
Another Place: Wrong part of the story. The heavy watering happens in the rising action, before the resolution.

C **The plants recover that same day Kendrix realizes the problem.**
Stretched or Unsupported: Goes too far. The recovery takes nearly a week, not the same day.

D **The leaves turn yellow because the plants get too much sunlight.**
Reversed Meaning: Cause and effect switched. The yellow leaves come from too much water, not too much sunlight.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

A summary of the plot lists the main events in the order they happen.

In A Visit to the Workshop, the rising action builds from the walk to the workshop to the glowing bulb.

An Out of order trap lists real events in the wrong order, so I check the story before I choose.

THIS WEEK’S FOCUS

Plot

from “A Visit to the Workshop”

This week we learn **summarizing the plot line**. Our TEKS is **5.8(C)**, and this week's breakout is **the rising action**. We read the story **A Visit to the Workshop**. STAAR asks: **Which list shows the plot events in the order they happen?** Trap this week: **Out of order**, a list of real events arranged in the wrong order, so I check the story before I choose.

This deck teaches **summarizing the plot line** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice how the story begins."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice how the story begins.

Read the first lines of **A Visit to the Workshop**. Notice where Zaylen is going and what she sees first.

"She held tightly to her brother's hand as they walked toward a small building filled with light."

I CAN | I can notice the first events in the plot.



PLOT

TODAY'S THINKING JOB

CHOOSE

"I can choose the list in the true order."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose the true order.

STAAR asks: **Which list shows the plot events in the order they happen?** Pick the list that puts the events in the true order.

"A moment later, it began to glow."

- A** The bulb glows, Edison speaks, Zaylen walks to the workshop. • **B** Zaylen walks to the workshop, the bulb glows, Edison speaks. • **C** Zaylen walks home, the bulb glows, Zaylen sees the wires.

I CAN | I can pick the list that orders the plot events correctly.



PLOT

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Show the evidence of the glow.

STAAR asks: **Which sentence from the story best supports the idea that the bulb really lights up?**

“The room filled with a steady, warm light.”

I CAN | I can point to the sentence that shows the bulb working.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell the plot events in order.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Own the plot line.

Write the plot events of the story in order. Use first, next, and last.

“Outside, the streets were still dim, but she knew something was changing.”

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



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how the glow leads to the ending.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Defend the order.

How does the glowing bulb lead to Zaylen knowing something is changing?

“She imagined what it would be like to have a steady light that didn't go out so easily.”

I CAN | I can defend how one event connects to the next.



PLOT

Track the plot yourself.

Go back to the story. Write the plot events in the order they happen. Copy the sentence that proves the first event.

Go back to the story.
Write the plot events in order.
Copy the sentence that proves the first event.

I CAN | I can write the plot events in order and prove the first event.

PLOT

Answers, across the five thinking levels.

NOTICE Zaylen holds her brother's hand as they walk toward a small building filled with light. That is the first event of the plot.

CHOOSE B. Zaylen walks to the workshop, the bulb glows, Edison speaks. A is Out of order: the walk comes before the glow. C is Out of order: the walk home comes last, and the wires are seen before the bulb glows.

SHOW The room filled with a steady, warm light. This sentence proves the bulb really lights up, and that moment is a key event in the rising action.

OWN Answers vary. Example: First, Zaylen walks to the workshop with her brother. Next, a man makes the bulb glow. Last, outside, the streets were still dim, but she knew something was changing.

DEFEND Because the bulb glows with a steady, warm light, Zaylen imagines what it would be like to have a steady light that didn't go out so easily, so she knows something is changing. Putting the glow after the walk home is Out of order.

YOUR TURN Answers vary. Example: First, Zaylen walks to the workshop with her brother. Proof: She held tightly to her brother's hand as they walked toward a small building filled with light.

PLOT

READ THIS PASSAGE EXCERPT.

“She held tightly to her brother's hand as they walked toward a small building filled with light. ... A moment later, it began to glow. ... Before leaving, Zaylen took one last look at the glowing bulbs.”

Which list shows the plot events in the order they happen?

- A** Zaylen sees the bulbs glow, Edison speaks, Zaylen walks to the workshop.
- B** Zaylen walks home, Zaylen sees the wires, the bulb glows.
- C** Edison speaks, Zaylen imagines her home, Zaylen walks to the workshop.
- D** Zaylen walks to the workshop, the bulb glows, Zaylen imagines her home, she walks home.



PLOT

The answer is D.

A **Zaylen sees the bulbs glow, Edison speaks, Zaylen walks to the workshop.**

Pattern Mix-Up: Out of order. Zaylen walks to the workshop before the bulb glows, not after.

B **Zaylen walks home, Zaylen sees the wires, the bulb glows.**

Pattern Mix-Up: Out of order. Zaylen sees the wires before the bulb glows, and the walk home comes last.

C **Edison speaks, Zaylen imagines her home, Zaylen walks to the workshop.**

Pattern Mix-Up: Out of order. Zaylen walks to the workshop first, before Edison speaks.

D **Zaylen walks to the workshop, the bulb glows, Zaylen imagines her home, she walks home. Correct.**

Correct. Zaylen walks to the workshop first, then the bulb glows, then she imagines her home, and finally she walks home.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The rising action is the part of the plot where the conflict grows.

In **A Visit to the Workshop**, Zaylen's choice to ask about the failures brings the conflict into the open.

A Wrong motive trap gives a real action but the wrong reason, so I check what the text really says.

THIS WEEK'S FOCUS

Plot

from “**A Visit to the Workshop**”

This week we learn **a character's choice in the rising action**. Our TEKS is **5.8(C)**, and this week's breakout is **the rising action**. We read the story **A Visit to the Workshop**. STAAR asks: **How does the main character's choice add to the conflict?** Trap this week: **Wrong motive**, a real action with the wrong reason, so I check the text before I choose.

This deck teaches **following a character's choice through the rising action** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice the first events of the story.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Notice the first events.

Read the first lines of **A Visit to the Workshop**. Notice the very first event.

“The year was 1880, and the streets of the city were darker than Zaylen expected.”

I CAN | I can notice where the plot begins.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose how a choice adds to the conflict.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Choose how the choice adds to the conflict.

STAAR asks: **How does the main character's choice add to the conflict?** Pick the answer that names the choice and what it brings out.

“Doesn't he get tired of failing?” Zaylen asked.”

A Zaylen chooses to leave the workshop before the bulb glows. • **B** Zaylen asks her question to make Edison stop his work. • **C** Zaylen's question about failing shows the problem is still unsolved.

I CAN | I can explain what a character's choice brings out in the conflict.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves a claim.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Show the evidence of the choice.

STAAR asks: **Which sentence from the story best supports the idea that** Edison keeps working after the bulb glows?

“Then he told the group to prepare another test.”

I CAN | I can point to the sentence that supports an idea about the plot.



PLOT

TODAY'S THINKING JOB

OWN

“I can write about a character's choice in the rising action.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Own the character's choice.

Write about Zaylen's choice in the rising action. Explain what her question shows about the conflict.

“For the first time, Zaylen understood that an invention was not created in one lucky moment.”

I CAN

I can write how a choice shows the conflict using details from the story.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how a choice leads to an understanding.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Defend the connection.

How does Zaylen's question about failing lead to her understanding of the conflict?

“It grew from patience, careful work, and many mistakes.”

I CAN

I can defend how the main character's choice connects to the conflict.



PLOT

Follow the choice on your own.

Go back to the story. Write how Zaylen's question adds to the conflict. Copy the sentence that proves she asks it.

Go back to the story.
Write how Zaylen's question adds to the conflict.
Copy the sentence that proves she asks it.

I CAN

I can explain how a character's choice adds to the conflict and prove it with a sentence.

PLOT

Answers, across the five thinking levels.

NOTICE Zaylen and her brother walk through dark city streets to reach Edison's workshop. The year was 1880, and the streets of the city were darker than Zaylen expected.

CHOOSE C. Zaylen's question about failing shows the problem is still unsolved. A is Not in the text: Zaylen stays and watches the bulb glow. B is Wrong motive: Zaylen asks because she is curious, not to stop the work.

SHOW Then he told the group to prepare another test. This sentence proves Edison is not finished, because he orders another test right after the bulb glows.

OWN Answers vary. Example: Zaylen asks why Edison does not get tired of failing, and her question shows the conflict. The story ends before the light is perfect, but the text shows the invention was not created in one lucky moment.

DEFEND Because Zaylen asks why Edison keeps failing, her brother explains the failed tests, so she sees the invention grew from patience, careful work, and many mistakes. That is how her choice adds to the conflict.

YOUR TURN Answers vary. Example: Her question brings out the failed tests, so the problem seems hard to solve. Proof: Doesn't he get tired of failing? Zaylen asked.

PLOT

READ THIS PASSAGE EXCERPT.

“Zaylen watched as one of the men carefully adjusted a thin wire inside a glass bulb. ... A moment later, the bulb began to glow. ... ‘Doesn't he get tired of failing?’ Zaylen asked.”

How does the main character's choice add to the conflict?

- A** Zaylen asks about the failed tests, and her question brings out how hard the problem is to solve.
- B** Zaylen asks about the failures because she wants Edison to stop his work.
- C** Zaylen leaves the workshop before the bulb glows because the smoke bothers her.
- D** Edison chooses to prepare another test, and that choice adds to the conflict.

PLOT

The answer is A.

- A** **Zaylen asks about the failed tests, and her question brings out how hard the problem is to solve. Correct.**

Correct. Zaylen asks about the failed tests, and her question brings out how hard the problem is to solve.

- B** **Zaylen asks about the failures because she wants Edison to stop his work.**
Stretched or Unsupported: Wrong motive. Zaylen asks because she is curious about the failures, not because she wants Edison to stop.

- C** **Zaylen leaves the workshop before the bulb glows because the smoke bothers her.**
Stretched or Unsupported: Not in the text. Zaylen stays and watches the bulb glow, and the story never says smoke bothers her.

- D** **Edison chooses to prepare another test, and that choice adds to the conflict.**
Another Place: Wrong character. The question asks about the main character's choice, but this choice belongs to Edison, not Zaylen.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The climax is the turning point of the plot, where the story changes.

In *A Visit to the Workshop*, paragraph 1 holds the climax, when Zaylen understands how inventions are made.

A Setting detail, not the plot trap describes time or place but never moves the story forward.

THIS WEEK'S FOCUS

Plot

from “*A Visit to the Workshop*”

This week we learn **why a paragraph matters to the plot**. Our TEKS is **5.8(C)**, and this week's breakout is **the climax**. We read the story **A Visit to the Workshop**. STAAR asks: **Why is paragraph 1 important to the plot?** Trap this week: **Setting detail, not the plot**, a detail that only describes time or place and does not drive the plot, so I check what the paragraph really does.

This deck teaches **finding the climax inside a paragraph** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PLOT

TODAY'S THINKING JOB

NOTICE

“I can notice the first events of the story.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Notice where the story starts.

Read the first lines of **A Visit to the Workshop**. Notice what Zaylen and her brother do first.

“Her brother opened the door, and warm air rushed toward them.”

I CAN | I can notice how the plot begins.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose why a paragraph matters to the plot.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Choose the best reason.

STAAR asks: **Why is paragraph 1 important to the plot?** Pick the best reason.

“The bright bulb in front of her had come after many dark ones.”

A It holds the climax, when the bright bulb came after many dark ones. • **B** It matters because the room smelled like oil, metal, and smoke. • **C** It matters because Edison often worked late into the night.

I CAN | I can pick the reason that names a paragraph's real part in the plot.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves a claim.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Show the evidence for the reason.

STAAR asks: **Which sentence from the story best supports the idea that** Edison sees failures as useful?

“But a failed test can still teach us something.”

I CAN | I can point to the sentence that supports an idea.



PLOT

TODAY'S THINKING JOB

OWN

“I can write why a paragraph matters to the plot.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Own a paragraph's importance.

Write why paragraph 5 matters to the plot. Use a detail from the paragraph.

“She had seen the light with her own eyes.”

I CAN | I can use a detail from a paragraph to explain its part in the plot.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how the climax connects to the ending.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Defend the paragraph's part.

How does the climax in paragraph 1 lead to Zaylen's changed view at the end of the story?

“Another bulb glowed, another result was recorded, and another small step was taken toward changing the way people lived.”

I CAN | I can defend how the turning point leads to the way the story ends.



PLOT

Track the paragraph yourself.

Go back to the story. Write why paragraph 1 is important to the plot. Copy the sentence that proves your reason.

Go back to the story.
Write why paragraph 1 is important to the plot.
Copy the sentence that proves your reason.

I CAN | I can explain why a paragraph matters to the plot and prove it with a sentence.

PLOT

Answers, across the five thinking levels.

NOTICE Zaylen's brother opens the workshop door, and warm air rushes toward them. Her brother opened the door, and warm air rushed toward them.

CHOOSE A. It holds the climax, when the bright bulb came after many dark ones. B is Setting detail, not the plot: the smell describes the workshop only. C is Small detail, not a plot event: working late does not move the plot.

SHOW But a failed test can still teach us something. Edison says this when Zaylen asks about failing, and it shows he treats each failure as a useful step.

OWN Answers vary. Example: Paragraph 5 matters because it shows Zaylen has changed; she had seen the light with her own eyes, so the idea no longer seemed impossible.

DEFEND Because the climax in paragraph 1 shows Zaylen that the invention grew from patience, careful work, and many mistakes, she trusts what she saw, so the story ends with another small step toward changing the way people lived.

YOUR TURN Answers vary. Example: Paragraph 1 matters because it holds the climax, when Zaylen understands the invention grew from many mistakes. Proof: For the first time, Zaylen understood that an invention was not created in one lucky moment.

PLOT

READ THIS PASSAGE EXCERPT.

“Her brother opened the door, and warm air rushed toward them. ... It buzzed with activity. ... A moment later, the bulb began to glow. ... ‘We’re getting closer,’ he said.”

Why is paragraph 1 important to the plot?

- A** It tells the reader that the room smelled like oil, metal, and smoke.
- B** It holds the climax, when Zaylen understands that the invention grew from many failed tests.
- C** It proves that Edison made the very first electric light.
- D** It shows that one worker checked the time during the test.



PLOT

The answer is B.

A

It tells the reader that the room smelled like oil, metal, and smoke.

Topic Trap: Setting detail, not the plot. The smell describes the workshop, but it does not drive the plot.

B

It holds the climax, when Zaylen understands that the invention grew from many failed tests. Correct.

Correct. Paragraph 1 holds the climax, where Zaylen understands that the invention grew from many failed tests.

C

It proves that Edison made the very first electric light.

Reversed Meaning: Opposite of the text. The story says other people made electric lights before Edison.

D

It shows that one worker checked the time during the test.

Topic Trap: Small detail, not a plot event. Checking the time really happens, but it does not move the plot.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The resolution is how the story ends and how the main character has changed.

In **A Visit to the Workshop**, Zaylen changes from unsure to believing the streets will glow one day.

A Not in the text trap adds something the story never says, so I check the ending before I choose.

THIS WEEK’S FOCUS

Plot

from “**A Visit to the Workshop**”

This week we learn **what the resolution changes**. Our TEKS is **5.8(C)**, and this week's breakout is **the resolution**. We read the story **A Visit to the Workshop**. STAAR asks: **How is the main character different at the resolution?** Trap this week: **Not in the text**, an answer that adds something the story never says, so I check the ending before I choose.

This deck teaches **seeing what the resolution changes** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PLOT

TODAY'S THINKING JOB

NOTICE

“I can notice the first events of the story.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Notice how Zaylen begins.

Read the first lines of **A Visit to the Workshop**. Notice the very first event.

“She held tightly to her brother's hand as they walked along the uneven sidewalk.”

I CAN | I can notice how the plot begins.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose how the main character is different.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Choose the real change.

STAAR asks: **How is the main character different at the resolution?** Pick the answer that names the real change.

“Still, Zaylen believed the dark streets would not remain dark forever.”

A At the end, Zaylen still cannot picture electric light in homes. • **B** At the end, Zaylen decides the workshop is too dangerous to visit. • **C** At the end, Zaylen believes the streets will not stay dark forever.

I CAN | I can pick the change the resolution really shows.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves a claim.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Show the evidence of the change.

STAAR asks: **Which sentence from the story best supports the idea that Zaylen has changed by the end of the visit?**

“She had been unsure when she first entered the workshop, but now she could imagine how electric light might change daily life.”

I CAN | I can point to the sentence that supports an idea about the resolution.





PLOT

TODAY'S THINKING JOB

OWN

“I can write how the main character changes.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Own the change.

Write how Zaylen is different at the end of the story. Use the words no longer.

“The idea no longer seemed impossible.”

I CAN | I can write about the resolution using a detail from the ending.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how events lead to a change.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Defend the change.

How does what Zaylen sees lead to her new belief about the streets?

“There would be problems to solve and people to convince.”

I CAN | I can defend how what Zaylen sees connects to her new belief.



Track the change yourself.

Go back to the story. Write how Zaylen is different at the resolution. Copy the sentence that proves it.

Go back to the story.
Write how Zaylen is different at the resolution.
Copy the sentence that proves it.

I CAN | I can explain how the main character is different at the resolution and prove it with a sentence.

PLOT

Answers, across the five thinking levels.

NOTICE Zaylen holds her brother's hand as they walk along the uneven sidewalk. She held tightly to her brother's hand as they walked along the uneven sidewalk.

CHOOSE C. At the end, Zaylen believes the streets will not stay dark forever. A is Opposite of the text: Zaylen can picture electric light in homes. B is Not in the text: the story never says she finds the workshop dangerous.

SHOW She had been unsure when she first entered the workshop, but now she could imagine how electric light might change daily life. This shows the change from unsure to believing.

OWN Answers vary. Example: At the end, Zaylen believes electric light will reach homes, and the idea no longer seemed impossible to her.

DEFEND Because Zaylen has seen the steady light and heard Edison explain the failures, she believes the dark streets will not remain dark forever, even though there would be problems to solve and people to convince. That is the change.

YOUR TURN Answers vary. Example: At the start Zaylen is unsure, but at the end she believes the streets will not stay dark. Proof: She had been unsure when she first entered the workshop, but now she could imagine how electric light might change daily life.

PLOT

READ THIS PASSAGE EXCERPT.

“She had been unsure when she first entered the workshop, but now she could imagine how electric light might change daily life. ... It may take time. Wires will have to be placed throughout the city. Power stations will have to be built. ... The idea no longer seemed impossible.”

How is the main character different at the resolution?

- A** At the resolution, Zaylen believes the lights will change daily life even though the work will take time.
- B** At the resolution, Zaylen decides to become an inventor herself.
- C** At the resolution, Zaylen still thinks electric light is impossible.
- D** At the resolution, Zaylen knows exactly how every power station will be built.

PLOT

The answer is A.

- A** **At the resolution, Zaylen believes the lights will change daily life even though the work will take time. Correct.**
Correct. Zaylen entered unsure, but at the resolution she believes the change will come, even though the work will take time.
- B** **At the resolution, Zaylen decides to become an inventor herself.**
Stretched or Unsupported: Not in the text. The story never says Zaylen decides to become an inventor.
- C** **At the resolution, Zaylen still thinks electric light is impossible.**
Reversed Meaning: Opposite of the text. The story says the idea no longer seemed impossible to her.
- D** **At the resolution, Zaylen knows exactly how every power station will be built.**
Stretched or Unsupported: Goes too far. The brother only says stations will have to be built; no one knows exactly how.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The climax is the turning point of a story, the moment when things change.

In **A Gift that Welcomed Millions**, Rosa sees the torch and learns what the statue stands for, and the journey becomes real for her.

A Wrong part of the story trap offers a real event from another plot part, so I check where each event belongs.

THIS WEEK'S FOCUS

Plot

from **“A Gift that Welcomed Millions”**

This week we learn **the climax as a turning point**. Our TEKS is **5.8(C)**, and this week's breakout is **the climax**. We read the story **A Gift that Welcomed Millions**. STAAR asks: **Which event is the turning point of the story?** Trap this week: **Wrong part of the story**, an answer that gives a real event from the wrong plot part, so I ask where each event belongs.

This deck teaches **spotting 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 the first events of the story.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Notice how the story begins.

Read the first lines of **A Gift that Welcomed Millions**. Notice the very first event as the ship enters the harbor.

“In the spring of 1907, twelve-year-old Rosa stood on the deck of a crowded steamship as it entered New York Harbor.”

I CAN | I can notice how the plot begins.



PLOT

TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Choose the turning point.

STAAR asks: **Which event is the turning point of the story?** Pick the event where the plot turns.

“As the ship moved closer, Rosa noticed the statue's raised torch shining in the morning light.”

- A** The passengers hurry to the rail and point toward the statue. • **B** Rosa notices the torch and learns it stands for hope and freedom. • **C** Rosa watches families wait to be inspected at Ellis Island.

I CAN | I can pick the climax of the story.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves the turning point.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Show where the plot turns.

STAAR asks: **Which sentence from the story best supports the idea that** the turning point is when Rosa understands what the statue stands for?

“Her father explained that the torch stood for hope and freedom.”

I CAN | I can point to the sentence that supports an idea about the climax.



PLOT

TODAY'S THINKING JOB

OWN

“I can write what comes after the climax.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Own the turning point.

Write what happens after the turning point, before the story ends. Use the words after that.

“At Ellis Island, Rosa watched families from many different countries wait to be inspected before entering the nation.”

I CAN | I can write about the falling action using a detail from the story.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how events connect across the plot.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Defend the turning point.

How does the moment Rosa sees the torch connect to what she thinks years later?

“Years later, Rosa often thought about that morning in the harbor.”

I CAN | I can defend how the turning point leads to the ending.



PLOT

Follow the turning point 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 turning point of the story.
Copy the sentence that proves it.

I CAN | I can find the turning point of the story and prove it with a sentence.

PLOT

Answers, across the five thinking levels.

NOTICE The plot begins when twelve-year-old Rosa stands on the deck of a crowded steamship as it enters New York Harbor. The journey is arriving.

CHOOSE B. Rosa notices the torch and learns it stands for hope and freedom. A is Wrong part of the story: pointing at the statue happens on arrival. C is Wrong part of the story: the Ellis Island lines come after the turning point.

SHOW Her father explained that the torch stood for hope and freedom. This is the moment Rosa understands the meaning of the journey, so the plot turns here.

OWN Answers vary. Example: After that, the ship reaches Ellis Island, and Rosa watches families from many different countries wait to be inspected before entering the nation.

DEFEND Because Rosa sees the torch and learns it stands for hope and freedom, the morning stays with her, so years later Rosa often thought about that morning in the harbor. The Ellis Island lines are the Wrong part of the story trap.

YOUR TURN Answers vary. Example: The turning point is when Rosa sees the torch and learns it stands for hope and freedom. Proof: Her father explained that the torch stood for hope and freedom.

PLOT

READ THIS PASSAGE EXCERPT.

“The passengers hurried to the rail, pointing toward a giant statue rising above the water. ... As the ship moved closer, Rosa noticed the statue's raised torch shining in the morning light. ... At Ellis Island, Rosa watched families from many different countries wait to be inspected before entering the nation.”

Which event is the turning point of the story?

- A** Rosa hears an older passenger name the Statue of Liberty.
- B** The tablet in the statue's arm reminds people of July 4, 1776.
- C** Rosa notices the raised torch and learns it stands for hope and freedom.
- D** Rosa watches families from many countries wait to be inspected.



PLOT

The answer is C.

Rosa hears an older passenger name the Statue of Liberty.

- A** Another Place: Wrong part of the story. The passenger names the statue before the ship moves closer, so it comes before the turning point.

The tablet in the statue's arm reminds people of July 4, 1776.

- B** Topic Trap: Small detail, not a plot event. The tablet fact is a detail in the story, but it does not turn the plot.

Rosa notices the raised torch and learns it stands for hope and freedom. Correct.

- C** Correct. When Rosa sees the torch and hears that it stands for hope and freedom, the meaning of the journey becomes clear, and the plot turns.

Rosa watches families from many countries wait to be inspected.

- D** Another Place: Wrong part of the story. The Ellis Island waiting comes after the turning point, in the falling action.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The conflict is the main problem of a story, and the rising action is where it grows.

In *A Gift that Welcomed Millions*, the family does not know what will happen at Ellis Island, and the waiting makes the conflict grow.

A Wrong character trap gives a real action to the wrong person, so I check who does what before I choose.

THIS WEEK'S FOCUS

Plot

from “*A Gift that Welcomed Millions*”

This week we learn **how the conflict grows during the rising action**. Our TEKS is **5.8(C)**, and this week's breakout is **the rising action**. We read the story *A Gift that Welcomed Millions*. STAAR asks: **How does the conflict grow during the rising action?** Trap this week: **Wrong character**, an answer that gives a real action to the wrong person, so I check who does what before I choose.

This deck teaches **watching the conflict grow during the rising action** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice the first events of the story.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Notice the family's start.

Read the first lines of **A Gift that Welcomed Millions**. Notice how the family begins the journey.

“Her family had traveled for weeks from Italy, hoping to build a new life in the United States.”

I CAN | I can notice how the plot begins.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose how the conflict grows.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Choose how the conflict grows.

STAAR asks: **How does the conflict grow during the rising action?** Pick the answer that shows the problem getting bigger.

“She worried that she might say something wrong, but her father gave her an encouraging smile.”

A Rosa's mother worries that she might say something wrong. • **B** Rosa's father answers questions about her age and where she came from. • **C** Rosa worries that she might say something wrong.

I CAN | I can pick what makes the problem bigger during the rising action.



PLOT

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Show the conflict growing.

STAAR asks: **Which sentence from the story best supports the idea that** the family does not know what will happen at Ellis Island?

“The family had heard stories about the inspections, and no one knew what would happen.”

I CAN | I can point to the sentence that supports an idea about the rising action.



PLOT

TODAY'S THINKING JOB

OWN

“I can write details that show the conflict growing.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Own the rising action.

Write two details from the inspection that show the conflict growing. Use the words and then.

“Families stayed close together as they moved from one line to another.”

I CAN | I can write about the rising action using details from the story.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how events connect in the rising action.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Defend the rising action.

How does Rosa answering the questions lead to the family being allowed to leave?

“After many hours, Rosa's family was allowed to leave.”

I CAN | I can defend how one event leads to the next.



Follow the conflict on your own.

Go back to the story. Write how the conflict grows during the rising action. Copy the sentence that proves it.

Go back to the story.
Write how the conflict grows during the rising action.
Copy the sentence that proves it.

I CAN | I can explain how the conflict grows and prove it with a sentence.

PLOT

Answers, across the five thinking levels.

NOTICE The plot begins with the family's journey, because her family had traveled for weeks from Italy, hoping to build a new life in the United States.

CHOOSE C. Rosa worries that she might say something wrong. A is Wrong character: Rosa is the one who worries, not her mother. B is Wrong character: Rosa answers the questions about her age, not her father.

SHOW The family had heard stories about the inspections, and no one knew what would happen. This line shows the problem: the family does not know what will happen.

OWN Answers vary. Example: Families stayed close together as they moved from one line to another, and then Rosa answered questions and worried that she might say something wrong.

DEFEND Because Rosa answers the questions about her age and home, the family passes the inspection, and after many hours Rosa's family was allowed to leave. A student who says Rosa's mother answered commits the Wrong character trap.

YOUR TURN Answers vary. Example: The conflict grows because the family does not know what will happen at the inspections, and Rosa worries about her answers. Proof: The family had heard stories about the inspections, and no one knew what would happen.

PLOT

READ THIS PASSAGE EXCERPT.

“The family had heard stories about the inspections, and no one knew what would happen. ... Families stayed close together as they moved from one line to another. ... She worried that she might say something wrong, but her father gave her an encouraging smile. ... After many hours, Rosa's family was allowed to leave.”

How does the conflict grow during the rising action?

- A** The conflict grows because Rosa's mother worries that she might say something wrong.
- B** The conflict grows because the family already knows exactly what will happen.
- C** The conflict grows because the family loses their papers during the inspection.
- D** The conflict grows because no one knows what will happen, and Rosa worries about her answers.

PLOT

The answer is D.

- A** **The conflict grows because Rosa's mother worries that she might say something wrong.**
Another Place: Wrong character. Rosa is the one who worries she might say something wrong, not her mother.
- B** **The conflict grows because the family already knows exactly what will happen.**
Reversed Meaning: Opposite of the text. The story says no one knew what would happen.
- C** **The conflict grows because the family loses their papers during the inspection.**
Stretched or Unsupported: Not in the text. The story never says the family loses their papers.
- D** **The conflict grows because no one knows what will happen, and Rosa worries about her answers. Correct.**
Correct. During the rising action no one knows what will happen, and Rosa worries about her answers, so the conflict grows.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The falling action is what happens as a result of the climax, before the story settles.

In *A Gift that Welcomed Millions*, the climax is the stamp, and as a result the family takes the ferry into the city and starts a new life.

A Cause and effect switched trap turns the order around, so I ask which event comes first.

THIS WEEK'S FOCUS

Plot

from “*A Gift that Welcomed Millions*”

This week we learn **what leads to the falling action**. Our TEKS is **5.8(C)**, and this week's breakout is **the falling action**. We read the story *A Gift that Welcomed Millions*. STAAR asks: **What happens as a result of the climax?** Trap this week: **Cause and effect switched**, an answer that flips which event caused which, so I check the order before I choose.

This deck teaches **telling what happens as a result of the climax** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice the first big event of the story.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Notice the first big moment.

Read the first lines of **A Gift that Welcomed Millions**. Notice the first big moment as the ship reaches the harbor.

“The passengers hurried to the rail, pointing toward a giant statue rising above the water.”

I CAN | I can notice how the plot begins.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose what happens after the climax.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Choose the result of the climax.

STAAR asks: **What happens as a result of the climax?** Pick what comes right after the turning point.

“The family stepped onto a ferry that would take them into New York City.”

A The family is allowed to enter, so they take a ferry into the city. • **B** The family takes the ferry, so the official stamps their papers. • **C** The family begins a new life, so they enter the United States.

I CAN | I can pick the falling action of the story.



PLOT

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Show the climax.

STAAR asks: **Which sentence from the story best supports the idea that** the climax is the moment the family is allowed to enter?

“Finally, an official checked their papers and marked them with a stamp.”

I CAN | I can point to the sentence that supports an idea about the climax.



PLOT

TODAY'S THINKING JOB

OWN

“I can write what happens after the climax.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Own the falling action.

Write two things the family does right after the climax. Use the words right after.

“The city looked noisy, busy, and full of possibilities.”

I CAN

I can write about the falling action using a detail from the story.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how the climax leads to what comes next.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Defend the falling action.

How does being allowed to enter the United States lead to the family's new life?

“Their first home was a small apartment shared with relatives.”

I CAN | I can defend how the falling action connects to the resolution.



PLOT

Track the falling action yourself.

Go back to the story. Write what happens as a result of the climax. Copy the sentence that proves it.

Go back to the story.
Write what happens as a result of the climax.
Copy the sentence that proves it.

I CAN | I can tell what happens as a result of the climax and prove it with a sentence.

PLOT

Answers, across the five thinking levels.

NOTICE The first big moment is when the passengers hurry to the rail, pointing toward a giant statue rising above the water. The statue comes into view.

CHOOSE A. The family is allowed to enter, so they take a ferry into the city. B is Cause and effect switched: the stamp comes first, then the ferry. C is Cause and effect switched: the family is allowed in before the new life.

SHOW Finally, an official checked their papers and marked them with a stamp. This is the turning point, because the stamp means the family is allowed to enter.

OWN Answers vary. Example: Right after the stamp, the family takes a ferry into the city, and the city looked noisy, busy, and full of possibilities.

DEFEND Because the official allows the family to enter, they can start over, and their first home was a small apartment shared with relatives. A student who says the family found work and then was allowed to enter has Cause and effect switched.

YOUR TURN Answers vary. Example: As a result of the climax, the family takes a ferry into New York City and begins their new life. Proof: The family stepped onto a ferry that would take them into New York City.

PLOT

READ THIS PASSAGE EXCERPT.

“Finally, an official checked their papers and marked them with a stamp. ... They had been allowed to enter the United States. ... The family stepped onto a ferry that would take them into New York City. ... Their first home was a small apartment shared with relatives.”

What happens as a result of the climax?

- A** The family waits in lines while the doctors examine travelers.
- B** The family steps onto a ferry that takes them into New York City.
- C** The family returns to Italy because the city is too crowded.
- D** Rosa begins school, so her father finds work at a factory.



PLOT

The answer is B.

The family waits in lines while the doctors examine travelers.

- A** Another Place: Wrong part of the story. The lines and doctors come before the stamp, in the rising action, not after the climax.

The family steps onto a ferry that takes them into New York City. Correct.

- B** Correct. After the official stamps the papers, the family steps onto a ferry that takes them into New York City, where their new life begins.

The family returns to Italy because the city is too crowded.

- C** Reversed Meaning: Opposite of the text. The family stays in the city and builds a new life; they do not return to Italy.

Rosa begins school, so her father finds work at a factory.

- D** Reversed Meaning: Cause and effect switched. The factory job and Rosa's school are both new, but school does not cause the job.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The climax is the moment in a plot where the biggest problem is decided.

I can tell the climax apart from exciting events that happen earlier or later.

The test gives me traps that call another part of the story the climax, so I check what is really decided.

THIS WEEK'S FOCUS

Plot

from “A Gift that Welcomed Millions”

This week we are defending **the climax**, the moment a plot's biggest problem is decided. Our TEKS is **5.8(C)**, and this week's breakout is **the climax**. We read **A Gift that Welcomed Millions**. STAAR asks: **Which event is the climax, and why?** Trap this week: **Wrong plot element**, naming a different part of the plot, like the rising action or falling action, as if it were the climax.

This deck teaches **defending the climax the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PLOT

TODAY'S THINKING JOB

NOTICE

"I can notice an early event in the story."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice the family's long journey.

Read about Rosa's family on the ship. Notice how the passengers react when they first see the Statue of Liberty. Circle the words that show their excitement.

"The passengers hurried to the rail, pointing toward a giant statue rising above the water."

I CAN | I can notice what happens early in a story, before the biggest moment.



PLOT

TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Choose the true climax.

Rosa's family faces one moment that decides everything. Choose the event that is the true climax of the story.

“Her father explained that the torch stood for hope and freedom.”

A Rosa first sees the Statue of Liberty from the ship's deck. • **B** An official checks the family's papers and stamps them to enter. • **C** The family moves into a small apartment with relatives in the city.

I CAN | I can choose the event that is really the turning point, not just an exciting moment.



PLOT

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Show the moment of the climax.

Which sentence from the story best supports the idea that this is the moment the whole plot turns on?

“Finally, an official checked their papers and marked them with a stamp.”

I CAN | I can point to the exact sentence where the plot turns at the climax.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell the events that lead to the climax.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Own the plot line to the climax.

Write three sentences that tell what leads up to the climax, using first, next, and last.

“They had been allowed to enter the United States.”

I CAN | I can retell three events in order that build toward the climax.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how the climax connects to what happens next.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Defend the real climax.

A student wrote: **The climax is when Rosa sees the Statue of Liberty.** How does the real climax connect to what happens afterward for the family?

“Their first home was a small apartment shared with relatives.”

I CAN | I can defend the real climax and explain how it leads to the rest of the story.



PLOT

Follow the plot to the climax on your own.

Go back to the story. Write the event that is the climax. Copy the sentence that proves it.

Go back to the story.
Write the event that is the climax.
Copy the sentence that proves it.

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

PLOT

Answers, across the five thinking levels.

NOTICE The passengers rush to the rail and point at the huge statue. This early moment builds excitement, but it happens long before the family faces the biggest moment at Ellis Island.

CHOOSE B. An official checks the family's papers and stamps them to enter. A is Wrong part of the story: seeing the statue happens before the real test. C is Wrong plot element: moving into the apartment happens after, during the falling action.

SHOW Finally, an official checked their papers and marked them with a stamp. This is the climax because it is the exact moment that decides whether the family may stay.

OWN Answers vary. Example: First, the family waits in long lines at Ellis Island. Next, doctors and officials ask them questions. Last, an official stamps their papers, and they had been allowed to enter the United States.

DEFEND The official stamping the papers is the real climax; it leads to their first home, a small apartment shared with relatives. The student's idea is Wrong plot element, since seeing the statue happens before the climax.

YOUR TURN Answers vary. Example: The climax is when the official stamps the family's papers. Proof: Finally, an official checked their papers and marked them with a stamp.

PLOT

READ THIS PASSAGE EXCERPT.

“Rosa's feet ached, and Marco complained that he was hungry. ... Finally, an official checked their papers and marked them with a stamp. ... They had been allowed to enter the United States.”

Which event is the climax, and why does it decide the rest of the family's story?

- A** An official checks the family's papers and stamps them, so they may finally enter the country.
- B** Rosa points at the Statue of Liberty from the ship's deck.
- C** The family moves into a crowded apartment with relatives in the city.
- D** The wind is so strong that Rosa can barely stand on the deck.

PLOT

The answer is A.

A **An official checks the family's papers and stamps them, so they may finally enter the country. Correct.**

Correct. The officials stamp the papers, and the family is finally allowed to enter. Every earlier event has been building to this one decision.

Rosa points at the Statue of Liberty from the ship's deck.

B Pattern Mix-Up: Wrong plot element. Seeing the statue is part of the rising action, not the climax, because nothing is decided yet.

The family moves into a crowded apartment with relatives in the city.

C Another Place: Wrong part of the story. Moving into the apartment happens after the climax, during the falling action.

The wind is so strong that Rosa can barely stand on the deck.

D Topic Trap: Setting detail, not the plot. The wind describes the voyage; it does not decide whether the family may enter.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The rising action is the chain of events where a problem grows bigger and harder to solve.

I can tell what happens because of an earlier event in the rising action.

The test gives me traps that switch which event causes which, so I check the order of cause and effect.

THIS WEEK'S FOCUS

Plot

from “The Garden That Wouldn't Grow”

This week we study **the rising action** in a harder story, where one problem leads to a bigger one. Our TEKS is **5.8(C)**, and this week's breakout is **the rising action**. We read **The Garden That Wouldn't Grow**. STAAR asks: **What happens because of Kendrix watering the plants too much?** Trap this week: **Cause and effect switched**, reversing which event causes which.

This deck teaches **tracking rising action the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice a growing problem in a plot.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Notice the garden's growing problem.

Read about Kendrix checking her garden after two weeks. Notice what she sees that worries her. Circle the words that show the problem.

“After two weeks, Kendrix noticed that the plants appeared weak.”

I CAN | I can notice the event that shows a problem is starting to grow.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose an event that belongs in the rising action.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Choose a rising action event.

The garden gets worse before Kendrix finds the real cause. Choose the event that is part of the rising action.

“Kendrix carefully looked over each row, wondering why the garden looked so different from previous years.”

A Kendrix waters every plant much more than usual. • **B** Kendrix and her grandmother pull weeds before planting. • **C** The tomato plants are covered with red fruit at harvest.

I CAN

I can choose the event that adds to the growing problem, not an event from another part of the plot.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves what too much water causes.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Show what too much water causes.

Which sentence from the story best supports the idea that watering the plants too much makes the garden worse?

“The soil became overly wet and muddy, and many of the leaves started to turn yellow.”

I CAN

I can point to the exact sentence that proves the effect of an event in the rising action.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell a chain of cause and effect in the rising action.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Own the chain of cause and effect.

Write three sentences that tell how one event in the rising action causes the next, using first, next, and last.

“Then she explained that while water is necessary for plant growth, too much water can prevent roots from getting enough air.”

I CAN

I can retell three events in order, showing how each one causes the next.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how one event in the rising action causes another.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Defend the real cause and effect.

A student wrote: **The leaves turned yellow, and that is why Kendrix watered the plants more.** How are the real cause and effect connected in the rising action?

“She realized that careful observation often leads to better decisions.”



I can defend the real cause and effect and explain how they connect in the rising action.



Follow the rising action on your own.

Go back to the story. Write the event that happens because Kendrix waters the plants too much. Copy the sentence that proves it.

Go back to the story.
Write the event that happens *because* Kendrix waters too much.
Copy the sentence that proves it.

I CAN | I can find an effect in the rising action and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE After two weeks, Kendrix sees that the **plants look weak and pale**. This is the first sign that a bigger problem is coming.

CHOOSE A. Kendrix waters every plant much more than usual. B is Out of order: weeding happens before this problem starts. C is Wrong part of the story: harvest is the resolution.

SHOW The soil became overly wet and muddy, and **many of the leaves started to turn yellow**. This sentence proves that watering too much makes the garden worse, not better.

OWN **Answers vary.** Example: First, the plants look weak and pale. Next, Kendrix waters them much more than usual. Last, the soil floods, and too much water can prevent roots from getting enough air.

DEFEND Kendrix waters too much first, and that **causes the soil to flood and leaves to turn yellow**. She realizes careful observation often leads to better decisions. The student's order is Cause and effect switched.

YOUR TURN **Answers vary.** Example: The soil floods and the leaves turn yellow. Proof: The soil became overly wet and muddy, and many of the leaves started to turn yellow.

PLOT

READ THIS PASSAGE EXCERPT.

“The following day, she watered each plant much more than usual. ... Instead of improving, the garden's condition worsened. ... The soil became overly wet and muddy, and many of the leaves started to turn yellow.”

What happens because of Kendrix watering the plants too much?

- A** The leaves turn yellow, and that is why Kendrix decides to water the plants more.
- B** The soil becomes muddy, and many of the leaves begin turning yellow.
- C** The weeds disappear from between the rows of vegetables.
- D** Her grandmother says plants need patience because they grow little by little.



PLOT

The answer is B.

The leaves turn yellow, and that is why Kendrix decides to water the plants more.

- A** Reversed Meaning: Cause and effect switched. Kendrix waters too much first, and that is what causes the leaves to turn yellow.

B The soil becomes muddy, and many of the leaves begin turning yellow. Correct.

- B** Correct. Watering far too much floods the soil, and the extra water is what makes the leaves turn yellow.

C The weeds disappear from between the rows of vegetables.

- C** Stretched or Unsupported: Not in the text. The story never says the extra water makes the weeds disappear.

Her grandmother says plants need patience because they grow little by little.

- D** Another Place: Wrong part of the story. That advice comes earlier, before the overwatering problem even begins.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The climax is the moment a plot's biggest problem is decided, and it shows us who a character really is.

I can tell how a character truly acts at the climax, not how I imagine they should act.

The test gives me traps that give a character the wrong reason for a real action, so I check the real motive.

THIS WEEK'S FOCUS

Plot

from “A Visit to the Workshop”

This week we study **the climax** through character: how a person really acts at the biggest moment of the plot. Our TEKS is **5.8(C)**, and this week's breakout is **the climax**. We read **A Visit to the Workshop**.

STAAR asks: **How does the main character act at the climax?** Trap this week: **Wrong motive**, giving a real action the wrong reason.

This deck teaches **reading the climax through character the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PLOT

TODAY'S THINKING JOB

NOTICE

“I can notice what a character already knows before the climax.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Notice what Zaylen already knows.

Read how Zaylen feels before she enters the workshop. Notice what she has already heard about Edison. Circle the words that show it.

“Zaylen had heard people talk about Thomas Edison before.”

I CAN

I can notice an early detail about a character that happens before the biggest moment.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose how a character really acts at the climax.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Choose how the character acts.

The bulb finally glows and stays bright. Choose how Zaylen really acts at this climax.

“No one seemed bothered by the noise or the crowded tables.”

A Zaylen cheers loudly and claps for Edison's success. • **B** Zaylen quietly looks away and ignores the glowing bulb. • **C** Zaylen gasps, amazed that it is brighter than any candle.

I CAN | I can choose the real action a character takes, not one I imagine.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves Zaylen's amazement at the climax.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Show how bright the climax truly is.

Which sentence from the story best supports the idea that the glowing bulb amazes Zaylen?

“It was brighter than any candle she had ever seen.”

I CAN

I can point to the exact sentence that proves how a character reacts at the climax.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell how a character reacts across the climax.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Own the character's climax moment.

Write three sentences that tell how Zaylen reacts as the climax happens, using first, next, and last.

“The room filled with a steady, warm light.”

I CAN

I can retell three moments in order that show a character's reaction at the climax.



TODAY'S THINKING JOB

DEFEND

“I can explain how a character's reaction at the climax connects to what they learn.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Defend the character's real motive.

A student wrote: **Zaylen stays calm and unimpressed when the bulb glows.** How does Zaylen's real reaction at the climax connect to what she understands afterward?

“For the first time, Zaylen understood that an invention was not created in one lucky moment.”



I can defend a character's real motive and explain how it connects to the rest of the plot.



PLOT

Follow the character at the climax on your own.

Go back to the story. Write how Zaylen acts at the climax, when the bulb glows. Copy the sentence that proves it.

Go back to the story.
Write how Zaylen acts at the climax.
Copy the sentence that proves it.

I CAN

I can find how a character acts at the climax and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE Zaylen has already heard about Edison before she visits. This early detail happens long before the climax, when the bulb finally glows.

CHOOSE C. Zaylen gasps, amazed that it is brighter than any candle. A is Not in the text: Zaylen never cheers or claps. B is Opposite of the text: Zaylen watches closely, she does not look away.

SHOW It was brighter than any candle she had ever seen. This sentence proves that Zaylen is amazed, because she compares it to the brightest light she knows.

OWN Answers vary. Example: First, the room grows quiet. Next, the room filled with a steady, warm light. Last, Zaylen gasps because it is brighter than any candle she has seen.

DEFEND Zaylen gasps and watches closely because the light amazes her; for the first time, Zaylen understood that an invention takes many tries. The student's idea is Opposite of the text, since Zaylen is deeply impressed, not calm.

YOUR TURN Answers vary. Example: Zaylen is amazed and watches closely. Proof: It was brighter than any candle she had ever seen.

PLOT

READ THIS PASSAGE EXCERPT.

“A moment later, the bulb began to glow. The room filled with a steady, warm light. ... It was brighter than any candle she had ever seen.”

How does the main character act at the climax when the bulb finally glows?

- A** Zaylen cheers loudly and claps for Edison's success.
- B** Zaylen gasps because a loud noise frightens her.
- C** Zaylen gasps, amazed, because the light is brighter than any candle she has seen.
- D** A worker checks the clock to record how long the bulb lasts.



PLOT

The answer is C.

- A** **Zaylen cheers loudly and claps for Edison's success.**
Stretched or Unsupported: Not in the text. Zaylen never cheers or claps when the bulb glows.
- B** **Zaylen gasps because a loud noise frightens her.**
Stretched or Unsupported: Wrong motive. Zaylen really does gasp, but no loud noise happens; she gasps because she is amazed.
- C** **Zaylen gasps, amazed, because the light is brighter than any candle she has seen. Correct.**
Correct. Zaylen gasps at the climax because the glowing bulb is brighter than any candle she has ever seen.
- D** **A worker checks the clock to record how long the bulb lasts.**
Another Place: Wrong character. A worker checks the clock, not Zaylen, who is the main character.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The falling action is what happens right after the climax, as a problem settles into its result.

I can tell an event in the falling action apart from the climax that comes before it.

The test gives me traps that name the wrong plot element, so I check whether an event comes before or after the climax.

THIS WEEK'S FOCUS

Plot

from “A Gift that Welcomed Millions”

This week we study **the falling action**, the events that happen right after the biggest moment settles. Our TEKS is **5.8(C)**, and this week's breakout is **the falling action**. We read **A Gift that Welcomed Millions**. STAAR asks: **Which event is part of the falling action?** Trap this week: **Wrong plot element**, naming the climax or an earlier event as if it were the falling action.

This deck teaches **landing in the falling action the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PLOT

TODAY'S THINKING JOB

NOTICE

“I can notice an early event that happens before the falling action.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Notice Rosa taking in the harbor.

Read how Rosa studies the statue as the ship arrives. Notice the details she notices. Circle the words that show it.

“Rosa leaned against the cold metal rail and tried to take in every detail.”

I CAN | I can notice what happens early in a story, long before the falling action.



TODAY'S THINKING JOB

CHOOSE

"I can choose an event that belongs in the falling action."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose a falling action event.

The family has already passed inspection. Choose the event that is part of the falling action.

"The steamship continued toward Ellis Island, where the passengers would be questioned and examined."

- A** The family rides a ferry into New York City after inspection. • **B** An official stamps the family's papers so they may enter the country. • **C** Rosa whispers that the statue is bigger than she had imagined.

I CAN | I can choose the event that settles after the climax, not the climax itself.



TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves the falling action.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Show the family settling in.

Which sentence from the story best supports the idea that the family begins settling into life in the city during the falling action?

“Her father found work at a factory, and her mother sewed clothing for a nearby shop.”

I CAN

I can point to the exact sentence that proves an event belongs in the falling action.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell the events of the falling action in order.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Own the falling action in order.

Write three sentences that tell how the family settles in after the climax, using first, next, and last.

“Rosa began school, where she slowly learned to read and speak English.”

I CAN | I can retell three events in order that settle the story after the climax.



TODAY'S THINKING JOB

DEFEND

“I can explain how an event in the falling action connects to the rest of the story.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Defend the falling action.

A student wrote: **Finding a factory job is the climax of the story.** How does finding work connect to the rest of the falling action?

“Each new skill made the unfamiliar place feel more like home.”



I can defend the falling action and explain how it connects after the climax.



Follow the falling action on your own.

Go back to the story. Write an event that happens in the falling action, after the family enters the country. Copy the sentence that proves it.

Go back to the story.
Write an event in the falling action.
Copy the sentence that proves it.

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

PLOT

Answers, across the five thinking levels.

NOTICE Rosa leans against the rail and studies every detail of the statue. This happens near the beginning, long before the falling action settles the story.

CHOOSE A. The family rides a ferry into New York City after inspection. B is Wrong plot element: stamping the papers is the climax. C is Out of order: Rosa says that near the very beginning.

SHOW Her father found work at a factory, and her mother sewed clothing for a nearby shop. This sentence proves the family is settling into their new life after the climax.

OWN Answers vary. Example: First, the family rides the ferry into the city. Next, her parents find work. Last, Rosa began school, where she slowly learned to read and speak English.

DEFEND Finding work lets the family build a life, and each new skill made the unfamiliar place feel more like home. The student's idea is Wrong plot element, since finding work happens after the real climax at Ellis Island.

YOUR TURN Answers vary. Example: The family rides a ferry into the city. Proof: The family stepped onto a ferry that would take them into New York City.

PLOT

READ THIS PASSAGE EXCERPT.

“They had been allowed to enter the United States. The family stepped onto a ferry that would take them into New York City. ... Her father found work at a factory, and her mother sewed clothing for a nearby shop.”

Which event is part of the falling action after the family leaves Ellis Island?

- A** An official stamps the family's papers so they may enter the country.
- B** Rosa notices the statue's torch shining in the morning light.
- C** The ship sails through strong winds for many days.
- D** Rosa's father finds work at a factory after they settle in the city.



PLOT

The answer is D.

An official stamps the family's papers so they may enter the country.

- A** Pattern Mix-Up: Wrong plot element. Stamping the papers is the climax, the moment right before the falling action begins.

Rosa notices the statue's torch shining in the morning light.

- B** Another Place: Wrong part of the story. Rosa notices the torch near the beginning, long before the falling action.

The ship sails through strong winds for many days.

- C** Topic Trap: Small detail, not a plot event. The strong winds describe the voyage; they do not move the falling action forward.

Rosa's father finds work at a factory after they settle in the city. Correct.

- D** Correct. After the family settles in the city, her father finds work at a factory, which is part of the falling action.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

A setting is where and when a story happens, and it can push the plot forward.

In *The Water of Life*, the deep valley is where the dwarf tests each prince.

A Setting detail, not the plot trap describes a place without moving the story, so I ask what the place does.

THIS WEEK'S FOCUS

Plot

from “*The Water of Life*”

This week we learn how **the setting** matters to a plot. Our TEKS is **5.8(C)**, and this week's breakout is **the rising action**, the events that build the quest. We read the fairy tale ***The Water of Life***. STAAR asks: **How is the setting important to the plot?** Trap this week: **Setting detail, not the plot**, a detail about a place that does not drive the story.

This deck teaches **how the setting drives the plot** 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 setting of the story.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Notice the setting.

Read the first lines of **The Water of Life**. Notice where the eldest prince is riding when the dwarf appears.

“Then he set out: and when he had gone on his way some time he came to a deep valley, overhung with rocks and woods;”

I CAN | I can notice the place where the rising action begins.



TODAY'S THINKING JOB

CHOOSE

"I can choose how the setting matters."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose how the setting matters.

STAAR asks: **How is the setting important to the plot?** Pick the answer that tells what the valley setting does to the plot.

"So he set out, and the dwarf met him too at the same spot in the valley, among the mountains, and said, 'Prince, whither so fast?'"

A The deep valley is overhung with rocks and dark woods. • **B** The mountain pass lets the rude brothers ride straight through. • **C** The valley is where the dwarf tests each prince and grants help.

I CAN | I can tell what a setting does to the plot.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves what the setting does.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Show the setting at work.

STAAR asks: **Which sentence from the story best supports the idea that** the mountain setting stops the rude brothers?

“he, too, was at last obliged to take up his abode in the heart of the mountains.”

I CAN | I can point to the exact sentence that shows the setting at work.



PLOT

TODAY'S THINKING JOB

OWN

"I can retell the rising action in order."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the rising action.

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

"The door flew open at the third stroke of the wand, and when the lions were quieted he went on through the castle and came at length to a beautiful hall."

I CAN | I can retell three rising action events using first, next, and last.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how the setting connects to the resolution.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Defend how the setting connects.

How does the golden road lead to the youngest prince winning the princess? Explain the connection.

“and had a road made leading up to her palace all of shining gold”

I CAN | I can defend how the setting leads to the ending of the story.



PLOT

Track the setting yourself.

Go back to the story. Write how the deep valley setting is important to the plot. Copy the sentence that proves it.

Go back to the story.
Write how the deep valley is important to the plot.
Copy the sentence that proves it.

I CAN | I can explain how a setting matters and prove it with a sentence.

PLOT

Answers, across the five thinking levels.

NOTICE The eldest prince rides into a deep valley, overhung with rocks and woods, and that is where the dwarf appears to test him. The setting starts the rising action.

CHOOSE C. The valley is where the dwarf tests each prince and grants help. A is Setting detail, not the plot: the rocks and woods only describe the place. B is Opposite of the text: the mountain pass traps the rude brothers, not lets them through.

SHOW he, too, was at last obliged to take up his abode in the heart of the mountains. This line proves the mountain setting stops the second prince, so the place itself blocks the rude brothers.

OWN Answers vary. Example: First, the youngest prince meets the dwarf and gets the iron wand. Next, the door flies open and the lions are quieted. Last, he meets the princess and draws the Water of Life.

DEFEND Because the princess has a road made leading up to her palace all of shining gold, only the true deliverer rides straight up it, so the youngest wins her. Calling the road a pretty detail is the Setting detail, not the plot trap.

YOUR TURN Answers vary. Example: The valley is where the dwarf meets each prince, so kindness there decides who gets help. Proof: he came to a deep valley, overhung with rocks and woods

PLOT

READ THIS PASSAGE EXCERPT.

“he came to a deep valley, overhung with rocks and woods ... the path was closed behind him, so that he was shut in all round. ... for if you tarry longer the door will shut upon you for ever.”

How is the setting important to the plot?

- A** The deep valley is overhung with rocks and dark woods.
- B** The mountain setting is where the dwarf tests each prince, and kindness there decides who gets help.
- C** The golden road is where the dwarf gives the prince the iron wand.
- D** The princess makes the golden road before the king falls ill.

PLOT

The answer is B.

The deep valley is overhung with rocks and dark woods.

- A** Topic Trap: Setting detail, not the plot. The rocks and woods only describe the place; they do not move the story forward.

The mountain setting is where the dwarf tests each prince, and kindness there decides who gets help. Correct.

- B** Correct. The valley setting matters because the dwarf meets each prince there, and kindness in that place decides who gets help on the quest.

The golden road is where the dwarf gives the prince the iron wand.

- C** Another Place: Wrong part of the story. The dwarf gives the wand in the valley, while the golden road appears near the end at the princess's palace.

The princess makes the golden road before the king falls ill.

- D** Pattern Mix-Up: Out of order. The king falls ill first, and the golden road is built much later, after the quest succeeds.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

A plot summary tells the main events in order: rising action, climax, falling action, and resolution.

In The Garden That Wouldn't Grow, over-watering starts the trouble, and learning the cause fixes it.

A Small detail, not a plot event trap names one tiny moment, so I look for the sentence that tells the whole story.

THIS WEEK'S FOCUS

Plot

from “The Garden That Wouldn't Grow”

This week we learn **summarizing the whole plot**. Our TEKS is **5.8(C)**, and this week's breakout is **the rising action, the climax, the falling action, and the resolution**, the whole plot line in order. We read the story **The Garden That Wouldn't Grow**. STAAR asks: **Which sentence best describes the plot of the story?** Trap this week: **Small detail, not a plot event**, a tiny detail that really happens but does not drive the plot.

This deck teaches **summarizing the whole plot line** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PLOT

TODAY'S THINKING JOB

NOTICE

"I can notice the problem in the story."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice the problem.

Read the first lines of **The Garden That Wouldn't Grow**. Notice what starts going wrong after two weeks.

"Their leaves were pale instead of a healthy green, and several stems were beginning to droop."

I CAN | I can notice the problem that starts the rising action.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose the sentence that tells the whole plot.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Choose the whole plot.

STAAR asks: **Which sentence best describes the plot of the story?** Pick the sentence that tells the whole plot, not one small part.

“She slowly poured water around every stem until the soil became dark and soaked.”

A The plants weaken, Kendrix waters too much, learns why, they recover. • **B** Kendrix enjoys organizing the seed packets into neat piles. • **C** Her grandmother waters the plants too much until the soil turns muddy.

I CAN | I can tell a whole-plot summary from a small detail.



PLOT

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Show the evidence.

STAAR asks: **Which sentence from the story best supports the idea that** the extra water made the problem worse?

“Small puddles remained around several plants long after Kendrix had finished watering.”

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 whole plot in order.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Own the whole plot.

Write the whole plot in three sentences. Use first, next, and last.

“Nearly a week later, the muddy soil gradually became firmer.”

I CAN

I can retell the rising action, climax, falling action, and resolution.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how the falling action leads to the resolution.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Defend the plot line.

How does Kendrix's new approach lead to the garden recovering? Explain the connection.

“They stopped watering the garden every day and allowed the soil to dry out naturally between waterings.”

I CAN | I can defend how one plot part leads to the next.



PLOT

Summarize the plot yourself.

Go back to the story. Write the sentence that best describes the whole plot. Copy the sentence that proves the ending.

Go back to the story.
Write the sentence that best describes the whole plot.
Copy the sentence that proves the ending.

I CAN | I can summarize the whole plot and prove the ending with a sentence.

PLOT

Answers, across the five thinking levels.

NOTICE After two weeks the plants look weak: their leaves were pale instead of a healthy green, and several stems were beginning to droop. That is the problem the plot builds from.

CHOOSE A. The plants weaken, Kendrix waters too much, learns why, they recover. B is Small detail, not a plot event: the seed packets are a tiny detail. C is Wrong character: Kendrix, not her grandmother, waters too much.

SHOW Small puddles remained around several plants long after Kendrix had finished watering. The puddles prove the soil is soaked, so the extra water is making the problem worse.

OWN Answers vary. Example: First, the plants weaken and Kendrix waters them too much. Next, she learns the real cause when the soil stays wet. Last, nearly a week later, the muddy soil gradually became firmer and the garden recovered.

DEFEND Because they stopped watering the garden every day and allowed the soil to dry out, the roots get air again, so new leaves appear and the garden recovers. Calling the seed packets the plot is the Small detail, not a plot event trap.

YOUR TURN Answers vary. Example: The plants weaken, Kendrix waters too much, she learns why, and the garden recovers. Proof: The garden had recovered, but Kendrix had grown, too.

PLOT

READ THIS PASSAGE EXCERPT.

“After two weeks, however, something changed. ... She slowly poured water around every stem until the soil became dark and soaked. ... The soil beneath the surface was still very wet even though many hours had passed since Kendrix watered it.”

Which sentence best describes the plot of the story?

- A** Kendrix enjoys organizing seed packets into neat piles before planting.
- B** Her grandmother waters the plants too much, and the leaves turn yellow.
- C** The plants weaken, Kendrix waters too much, she learns why, and the garden recovers.
- D** The garden recovers because Kendrix adds more compost to the soil.



PLOT

The answer is C.

Kendrix enjoys organizing seed packets into neat piles before planting.

- A** Topic Trap: Small detail, not a plot event. Organizing the seed packets really happens, but it does not drive the plot.

B Her grandmother waters the plants too much, and the leaves turn yellow.

- B** Another Place: Wrong character. The story shows Kendrix pouring the extra water, not her grandmother.

The plants weaken, Kendrix waters too much, she learns why, and the garden recovers. Correct.

- C** Correct. This sentence tells the whole plot: the plants weaken, Kendrix waters too much, she learns why, and the garden recovers.

The garden recovers because Kendrix adds more compost to the soil.

- D** Stretched or Unsupported: Not in the text. The story never says compost fixes the garden; the cure is letting the soil dry out.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The climax is the moment that proves whether a plot's biggest problem can truly be solved.

I can explain why the climax matters, not just point to it.

The test gives me traps that claim too much happens after the climax, so I check exactly what the text says.

THIS WEEK'S FOCUS

Plot

from “A Visit to the Workshop”

This week we analyze **the climax** of a longer story: why the biggest moment truly matters. Our TEKS is **5.8(C)**, and this week's breakout is **the climax**. We read **A Visit to the Workshop**. STAAR asks: **Why is the climax important to the story?** Trap this week: **Goes too far**, claiming more happens after the climax than the text actually says.

This deck teaches **analyzing why the climax matters the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PLOT

TODAY'S THINKING JOB

NOTICE

“I can notice an early detail that happens before the climax.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Notice the dark streets before the workshop.

Read how the streets look before Zaylen enters the workshop. Notice the words that describe the darkness. Circle them.

“A few oil lamps burned near the shops, but large parts of the street remained hidden in shadow.”

I CAN | I can notice what a story looks like long before its climax.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose the real reason the climax matters.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Choose why the climax matters.

Many bulbs fail before one finally lasts. Choose the real reason the climax is important to the story.

“Every table held several attempts at the same problem.”

A It matters because the lightbulb now has no more failures. • **B** It matters because it happens at the start of the visit. • **C** It matters because it shows patient testing can finally progress.

I CAN

I can choose why the climax is important, not an overstated or misplaced reason.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves the climax matters.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Show the proof of the climax.

Which sentence from the story best supports the idea that this bulb test is the climax, the moment real progress happens?

“It has lasted longer than the earlier test,”

I CAN | I can point to the exact sentence that proves why the climax is important.





PLOT

TODAY'S THINKING JOB

OWN

“I can retell the events that lead to the climax.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Own the path to the climax.

Write three sentences that tell what leads up to the climax, using first, next, and last.

“Edison walked over and studied the bulb.”

I CAN

I can retell three events in order that build toward why the climax matters.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain why the climax matters and how it connects to the rest of the story.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Defend why the climax truly matters.

A student wrote: **The climax matters because every bulb works perfectly from then on.** Why is the real climax important, and how does it connect to what happens next?

“For the first time, Zaylen understood that an invention was not created in one lucky moment.”



I can defend why the climax is important and explain how it connects, without overstating it.



PLOT

Follow why the climax matters on your own.

Go back to the story. Write why the climax is important to the story. Copy the sentence that proves it.

Go back to the story.
Write why the climax is important.
Copy the sentence that proves it.

I CAN | I can explain why the climax matters and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE The streets are mostly dark, with only a few lamps burning. This happens long before the climax, when a bulb finally lasts longer than any earlier test.

CHOOSE C. It matters because it shows patient testing can finally progress. A is Goes too far: testing and failure continue after this bulb lasts longer. B is Out of order: the climax happens after many earlier tests.

SHOW A worker announces, It has lasted longer than the earlier test. This sentence proves the climax matters because it is the first real sign of lasting progress.

OWN Answers vary. Example: First, many bulbs crack or burn out too fast. Next, the workers try new material. Last, Edison walked over and studied the bulb that finally lasted longer.

DEFEND The climax matters because testing finally pays off, and for the first time, Zaylen understood that invention was not one lucky moment. The student's idea is Goes too far, since failure keeps happening afterward.

YOUR TURN Answers vary. Example: The climax matters because it proves progress is possible. Proof: It has lasted longer than the earlier test.

PLOT

READ THIS PASSAGE EXCERPT.

“The worker beside it checked the clock again. ... For the first time, Zaylen understood that an invention was not created in one lucky moment.”

Why is the climax important to the story of Edison's workshop?

- A** It shows that careful testing and patience can finally produce real progress.
- B** It proves that Edison will never have another failed test again.
- C** It happens only because Zaylen asks Edison why he keeps failing.
- D** It happens because the workshop runs out of glass bulbs to test.



PLOT

The answer is A.

- A** **It shows that careful testing and patience can finally produce real progress. Correct.**
Correct. The climax shows that after many failures, patient testing finally pays off with real progress.
- B** **It proves that Edison will never have another failed test again.**
Stretched or Unsupported: Goes too far. The story never claims every future test succeeds; testing and failure continue.
- C** **It happens only because Zaylen asks Edison why he keeps failing.**
Reversed Meaning: Cause and effect switched. The bulb lasting longer comes from the new material, not from Zaylen's question.
- D** **It happens because the workshop runs out of glass bulbs to test.**
Stretched or Unsupported: Not in the text. The story never says the workshop runs out of bulbs.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The resolution is how a plot's problem finally settles, and it often reminds us why the problem mattered.

I can tell how the resolution connects back to events from the rising action.

The test gives me traps that say the opposite of what the text says, so I check the resolution's real meaning.

THIS WEEK'S FOCUS

Plot

from “A Gift that Welcomed Millions”

This week we analyze **the resolution** and how it connects back to the rising action. Our TEKS is **5.8(C)**, and this week's breakout is **the resolution**. We read **A Gift that Welcomed Millions**. STAAR asks: **How does the resolution connect to the rising action?** Trap this week: **Opposite of the text**, saying the reverse of what the resolution really means.

This deck teaches **connecting the resolution to the rising action the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PLOT

TODAY'S THINKING JOB

NOTICE

“I can notice a reason from the rising action, before the resolution.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Notice why the family left Italy.

Read why Rosa's father decided to leave Italy. Notice the reason he gives. Circle the words that show it.

“Work had been difficult to find, and her father wanted his children to have more chances than he had.”

I CAN | I can notice an early reason that the resolution will later connect back to.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose the true connection between the resolution and the rising action.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Choose how the resolution connects.

Years later, Rosa thinks back on her family's journey. Choose the sentence that truly shows how the resolution connects to the rising action.

“Rosa began school, where she slowly learned to read and speak English.”

A The statue promises the family an always-easy life. • **B** The resolution reminds Rosa why her family made the journey. • **C** The family sails back to Italy right after Ellis Island.

I CAN | I can choose the sentence that truly connects the resolution to an earlier reason.



PLOT

TODAY'S THINKING JOB

SHOW

“I can show the sentence that proves the real meaning of the resolution.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Show the real meaning of the resolution.

Which sentence from the story best supports the idea that life in America was not promised to be easy?

“The Statue of Liberty had not promised that life would be easy.”

I CAN | I can point to the exact sentence that proves what the resolution really says.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell how the rising action connects to the resolution.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Own the connection to the resolution.

Write three sentences that tell how the rising action connects to the resolution, using first, next, and last.

“Each new skill made the unfamiliar place feel more like home.”

I CAN

I can retell three events in order that connect the rising action to the resolution.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how the resolution truly connects to an earlier reason.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Defend the real resolution.

A student wrote: **The resolution says the statue promised an easy life.** How is the resolution really connected to the reason the family left Italy?

“it reminded her family why they had made the journey, to find new opportunities and become part of a country built on the ideas of freedom and democracy.”



I can defend the real resolution and explain how it connects to the rising action.



PLOT

Follow the resolution's connection on your own.

Go back to the story. Write how the resolution connects to a reason from the rising action. Copy the sentence that proves it.

Go back to the story.
Write how the resolution connects back.
Copy the sentence that proves it.

I CAN | I can explain how the resolution connects to the rising action and prove it with a sentence from the story.

PLOT

Answers, across the five thinking levels.

NOTICE Work was hard to find, and Rosa's father wanted more chances for his children. This early reason happens long before the resolution at the end of the story.

CHOOSE B. The resolution reminds Rosa why her family made the journey. A is Opposite of the text: the statue does not promise an easy life. C is Not in the text: the family never sails back to Italy.

SHOW The Statue of Liberty had not promised that life would be easy. This sentence proves the resolution does not say life became simple, only that it had meaning.

OWN Answers vary. Example: First, the family leaves Italy to find more chances. Next, they settle into a new life. Last, each new skill made the unfamiliar place feel more like home, and Rosa later understands why they came.

DEFEND The resolution does not promise an easy life; because the family left to find opportunity, it reminded her family why they had made the journey, to find new opportunities. The student's idea is Opposite of the text.

YOUR TURN Answers vary. Example: The resolution reminds Rosa why her family left Italy. Proof: The Statue of Liberty had not promised that life would be easy.

PLOT

READ THIS PASSAGE EXCERPT.

“Work had been difficult to find, and her father wanted his children to have more chances than he had. ... The Statue of Liberty had not promised that life would be easy.”

How does the resolution connect to the rising action of the story?

- A** The statue promises Rosa's family that life in America will always be easy.
- B** The resolution happens because Rosa's grandmother sails to America with them.
- C** Marco becomes frightened when a doctor asks him to open his mouth.
- D** The resolution reminds Rosa why her parents left Italy to find new opportunities.



PLOT

The answer is D.

- A** **The statue promises Rosa's family that life in America will always be easy.**
Reversed Meaning: Opposite of the text. The text says the statue had not promised that life would be easy.
- B** **The resolution happens because Rosa's grandmother sails to America with them.**
Stretched or Unsupported: Not in the text. Rosa's grandmother stays behind in Italy and waves goodbye from the dock.
- C** **Marco becomes frightened when a doctor asks him to open his mouth.**
Another Place: Wrong part of the story. That fear happens during the inspection, in the rising action, not the resolution.
- D** **The resolution reminds Rosa why her parents left Italy to find new opportunities. Correct.**
Correct. The resolution connects to the rising action by reminding Rosa of the real reason her family made the journey.



PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

A plot line has four parts: rising action, climax, falling action, and resolution.

In *The Water of Life*, the prince wins the water at the climax, and the wedding is the resolution.

A Wrong plot element trap names the wrong part of the line, so I check which part a choice names.

THIS WEEK'S FOCUS

Plot

from “*The Water of Life*”

This week we cap the whole plot line. Our TEKS is **5.8(C)**, and this week's breakout is **the rising action, the climax, the falling action, and the resolution**, and how the turning point drives the ending. We read the fairy tale **The Water of Life**. STAAR asks: **Which sentence best explains how the climax leads to the resolution?** Trap this week: **Wrong plot element**, a choice that names the wrong part of the plot, like calling the falling action the resolution.

This deck teaches **connecting the climax to the resolution** 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 turning point of the story.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Notice the turning point.

Read the climax of **The Water of Life**. Notice the moment the prince wins the Water of Life.

“Then he sprang from the couch dreadfully frightened, ran to the well, filled a cup that was standing by him full of water, and hastened to get away in time.”

I CAN | I can notice the climax where the plot turns.



PLOT

TODAY'S THINKING JOB

CHOOSE

“I can choose how the climax leads to the resolution.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Choose the connection.

STAAR asks: **Which sentence best explains how the climax leads to the resolution?** Pick the sentence that connects the turning point to the ending.

“and as he came to the gate it flew open, and the princess welcomed him with joy, and said he was her deliverer”

A He wins the water, so he can return and marry the princess. • **B** The eldest prince wins the water and marries the princess. • **C** The king drinks the water and the story ends right there.

I CAN | I can pick the sentence that connects the turning point to the ending.



PLOT

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Show the promise kept.

STAAR asks: **Which sentence from the story best supports the idea that** the resolution keeps the promise the prince made at the castle?

“and she welcomed him joyfully, and said, if he would set her free from the spell that bound her, the kingdom should be his, if he would come back in a year and marry her.”

I CAN | I can point to the exact sentence that connects the climax to the ending.



PLOT

TODAY'S THINKING JOB

OWN

“I can retell the whole plot line.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Own the whole plot line.

Write the whole plot line in four short sentences: rising action, climax, falling action, resolution. Use first, next, then, and last.

“and poured the Water of Life out of the cup, and took it for themselves, giving him bitter sea-water instead.”

I CAN

I can write the rising action, climax, falling action, and resolution in order.



PLOT

TODAY'S THINKING JOB

DEFEND

“I can explain how the climax leads to the resolution.”

EXACT TEKS WORDING

“analyze plot elements, including rising action, climax, falling action, and resolution”

Defend the connection.

How does the climax lead to the resolution? Explain the connection between the turning point and the ending.

“Now when the full year was come round, the third brother left the forest in which he had lain hid for fear of his father's anger, and set out in search of his betrothed bride.”



I can defend the connection between the turning point and the ending.



Connect the climax to the ending.

Go back to the story. Write how the climax leads to the resolution. Copy the sentence that proves the ending.

Go back to the story.
Write how the climax leads to the resolution.
Copy the sentence that proves the ending.

I CAN | I can explain how the climax leads to the resolution and prove it with a sentence.

PLOT

Answers, across the five thinking levels.

NOTICE The prince wakes with minutes to spare, runs to the well, fills a cup with water, and hastens to get away in time. That rush for the water is the climax, the turning point of the whole plot.

CHOOSE A. He wins the water, so he can return and marry the princess. B is Wrong character: the eldest is trapped by the dwarf and never wins the water. C is Wrong plot element: the king's recovery is the falling action, not the ending.

SHOW and she welcomed him joyfully, and said, if he would set her free from the spell that bound her, the kingdom should be his, if he would come back in a year and marry her. This line proves the promise the ending keeps.

OWN Answers vary. Example: First, he wins the Water of Life at the climax. Next, his brothers pour it out of the cup and give him bitter sea-water instead. Then he returns for his bride. Last, he rides the golden road and marries the princess.

DEFEND Because the prince wins the Water of Life at the climax, he can set out in search of his betrothed bride when the full year was come round and win the princess. Naming the king's recovery as the end is the Wrong plot element trap.

YOUR TURN Answers vary. Example: The prince wins the Water of Life just in time, so he can return, ride the golden road, and marry the princess. Proof: and as he came to the gate it flew open, and the princess welcomed him with joy, and said he was her deliverer

PLOT

READ THIS PASSAGE EXCERPT.

“Then he sprang from the couch dreadfully frightened, ran to the well, filled a cup that was standing by him full of water ... and as he came to the gate it flew open, and the princess welcomed him with joy, and said he was her deliverer”

Which sentence best explains how the climax leads to the resolution?

- A** The eldest prince gets the water and brings the wedding to the kingdom.
- B** The king drinks the stolen water and the whole story ends there.
- C** He wins the Water of Life at the castle, so he can return in a year, ride the golden road, and marry the princess.
- D** The golden road opens the iron door so the prince can reach the well.

PLOT

The answer is C.

The eldest prince gets the water and brings the wedding to the kingdom.

- A** Another Place: Wrong character. The eldest prince is trapped by the dwarf and never gets the water; the youngest wins it.

The king drinks the stolen water and the whole story ends there.

- B** Pattern Mix-Up: Wrong plot element. The king's recovery is the falling action, and the wedding that follows is the resolution.

He wins the Water of Life at the castle, so he can return in a year, ride the golden road, and marry the princess. Correct.

- C** Correct. Getting the Water of Life at the castle is the turning point, so he can return in a year, ride the golden road, and marry the princess.

The golden road opens the iron door so the prince can reach the well.

- D** Another Place: Wrong part of the story. The iron wand opens the castle door in the rising action, and the golden road appears at the end.

