

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Imagery is language that uses the senses: sight, sound, touch, taste, and smell. Authors use imagery so I can see, hear, or feel what is happening in the reading. When I find imagery, I ask: Which words help me picture this, and what sense do they use?

THIS WEEK’S DEVICE

Imagery

from “Dream”

Find how the author uses imagery in our reading.

This deck teaches **imagery** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

“This week we are learning about imagery. Imagery is language that uses the senses: sight, sound, touch, taste, and smell.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is Dream. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Prepare Module M1
• a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(D) • Literary Devices • Sheet 1 of 36 • Prepare •
Module M1 • slide 1 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

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

Notice the imagery.

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

"The afternoon was warm, and my feet were beginning to ache from all the walking and standing."

I CAN I can notice imagery in our reading.

Grade 4 • Prepare • Literary Devices • Monday



TEKS 4.10(D) • Literary Devices • Sheet 1 of 36 • Prepare • Module M1 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

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

"Today's thinking job is NOTICE. I can notice imagery in our reading."

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

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

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

ANSWER KEY: The imagery is in the words warm, ache. The words warm and ache help the reader feel the heat of the day and the narrator's tired, sore feet.

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows imagery."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows imagery. Which one?

- A. There were people everywhere.
- B. Perhaps I would remember the bright reflection of sunlight on the water or the steady murmur of thousands of voices waiting together.
- C. I nodded, although I was still trying to understand exactly what she meant.

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



TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the sentence that shows imagery and explain why."

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

"Only one of these sentences shows imagery. Which one?"

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

ANSWER KEY: B. B uses sight and sound words (bright reflection, steady murmur). A and C tell facts or thoughts without sensory details.

TEKS 4.10(D) • Literary Devices • Sheet 1 of 36 • Prepare •
Module M1 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what imagery does."

EXACT TEKS WORDING

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

Show what the imagery does.

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

"Perhaps I would remember the bright reflection of sunlight on the water or the steady murmur of thousands of voices waiting together."

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



Grade 4 • Prepare • Literary Devices • Wednesday



TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can explain what imagery does in the reading."

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

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

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

ANSWER KEY: The reader can see sunlight shining on the water and hear the low, steady sound of a huge crowd.

TEKS 4.10(D) • Literary Devices • Sheet 1 of 36 • Prepare •
Module M1 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used imagery."

EXACT TEKS WORDING

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

Explain the author's purpose.

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

"I wanted to remember the tall columns, the wide steps, the sparkling water, and the enormous crowd."

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



Grade 4 • Prepare • Literary Devices • Thursday



TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can explain why the author chose to use imagery."

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

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

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

ANSWER KEY: The author uses imagery so the reader can see, hear, and feel the day at the Lincoln Memorial the way the narrator did.

TEKS 4.10(D) • Literary Devices • Sheet 1 of 36 • Prepare •
Module M1 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why imagery matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the imagery?

"The afternoon was warm, and my feet were beginning to ache from all the walking and standing."

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

Grade 4 • Prepare • Literary Devices • Friday



TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can defend why the author's imagery matters to the meaning."

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

"How would the meaning change without the imagery?"

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

ANSWER KEY: Without the imagery, the reader would lose what warm, ache adds. The words warm and ache help the reader feel the heat of the day and the narrator's tired, sore feet.

TEKS 4.10(D) • Literary Devices • Sheet 1 of 36 • Prepare •
Module M1 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find imagery.

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

Go back to the reading.

Find one more sentence that uses imagery.

Copy the exact words.

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

I CAN I can find and explain imagery in our reading on my own.


TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: I wanted to remember the tall columns, the wide steps, the sparkling water, and the enormous crowd.

TEKS 4.10(D) · Literary Devices · Sheet 1 of 36 · Prepare ·
Module M1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE

The imagery is in the words warm, ache. The words warm and ache help the reader feel the heat of the day and the narrator's tired, sore feet.

CHOOSE

B. B uses sight and sound words (bright reflection, steady murmur). A and C tell facts or thoughts without sensory details.

SHOW

The reader can see sunlight shining on the water and hear the low, steady sound of a huge crowd.

OWN

The author uses imagery so the reader can see, hear, and feel the day at the Lincoln Memorial the way the narrator did.

DEFEND

Without the imagery, the reader would lose what warm, ache adds. The words warm and ache help the reader feel the heat of the day and the narrator's tired, sore feet.

YOUR TURN

Answers vary. One example: I wanted to remember the tall columns, the wide steps, the sparkling water, and the enormous crowd.



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

⌚ ~4 min

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

“Let us check our work across the five thinking levels.”

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 4.10(D) · Literary Devices · Sheet 1 of 36 · Prepare ·
Module M1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

The afternoon was warm, and my feet were beginning to ache from all the walking and standing.

Which words in the excerpt help the reader feel what the narrator feels?

- A** "warm" and "ache" because they describe the heat and the narrator's sore feet
- B** "afternoon" and "beginning" because they tell what time the event starts
- C** "walking" and "standing" because they name the places the narrator visited
- D** "my feet" and "from all" because they show that a narrator tells the story



TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show
What You Know

⌚ ~4 min

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

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

▶ *Read the passage excerpt and the four choices aloud.*

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ *Give think time. Students choose privately before any discussion.*

ANSWER KEY: The answer is A. These sensory words let the reader feel the hot day and the narrator's tired feet.

TEKS 4.10(D) · Literary Devices · Sheet 1 of 36 · Prepare ·
Module M1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is A.

A "warm" and "ache" because they describe the heat and the narrator's sore feet

Correct. These sensory words let the reader feel the hot day and the narrator's tired feet.

B "afternoon" and "beginning" because they tell what time the event starts

These words tell time. They do not help the reader feel anything.

C "walking" and "standing" because they name the places the narrator visited

Walking and standing are actions, not places, and they are not the feeling words.

D "my feet" and "from all" because they show that a narrator tells the story

These words do not describe a feeling. Warm and ache are the sensory words.



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

⌚ ~4 min

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

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

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

“These sensory words let the reader feel the hot day and the narrator's tired feet.”

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

ANSWER KEY: A is correct.

TEKS 4.10(D) · Literary Devices · Sheet 1 of 36 · Prepare · Module M1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Imagery is language that uses the senses: sight, sound, touch, taste, and smell. Authors use imagery so I can see, hear, or feel what is happening in the reading. When I find imagery, I ask: Which words help me picture this, and what sense do they use?

THIS WEEK’S DEVICE

Imagery

from “Dream”

Find how the author uses imagery in our reading.

This deck teaches **imagery** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

“This week we are learning about imagery. Imagery is language that uses the senses: sight, sound, touch, taste, and smell.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is Dream. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Prepare Module M2
• a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(D) • Literary Devices • Sheet 2 of 36 • Prepare •
Module M2 • slide 1 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

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

Notice the imagery.

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

"Mama wrapped her arms around me so tightly that I started laughing."

I CAN I can notice imagery in our reading.

Grade 4 • Prepare • Literary Devices • Monday



TEKS 4.10(D) • Literary Devices • Sheet 2 of 36 • Prepare • Module M2 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

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

"Today's thinking job is NOTICE. I can notice imagery in our reading."

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

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

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

ANSWER KEY: The imagery is in the words wrapped her arms around me so tightly. The reader can almost feel the tight, happy hug that makes the narrator laugh.

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows imagery."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows imagery. Which one?

- A. I looked up at Mama and noticed tears shining in her eyes.
 B. I thought carefully before answering.
 C. A few days later, I had my first opportunity.

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

Grade 4 • Prepare • Literary Devices • Tuesday



TEACHER SAYS & DOES • SLIDE 3 OF 10 •
 Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the sentence that shows imagery and explain why."

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

"Only one of these sentences shows imagery. Which one?"

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

ANSWER KEY: A. A lets the reader see tears shining. B and C tell what happened without any sight, sound, or touch details.

TEKS 4.10(D) • Literary Devices • Sheet 2 of 36 • Prepare •
 Module M2 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what imagery does."

EXACT TEKS WORDING

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

Show what the imagery does.

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

"I looked up at Mama and noticed tears shining in her eyes."

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



Grade 4 • Prepare • Literary Devices • Wednesday



TEKS 4.10(D) • Literary Devices • Sheet 2 of 36 • Prepare •
Module M2 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can explain what imagery does in the reading."

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

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

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

ANSWER KEY: The reader can see the shining tears and understand how moved Mama feels.

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used imagery."

EXACT TEKS WORDING

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

Explain the author's purpose.

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

"My feet still hurt, and I was exhausted from the long afternoon, but I did not complain."

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



Grade 4 • Prepare • Literary Devices • Thursday



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • OWN • Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can explain why the author chose to use imagery."

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

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

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

ANSWER KEY: The author uses imagery so the reader feels the emotions of the day through the narrator's body and senses.

TEKS 4.10(D) • Literary Devices • Sheet 2 of 36 • Prepare •
Module M2 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why imagery matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the imagery?

"Mama wrapped her arms around me so tightly that I started laughing."

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

Grade 4 • Prepare • Literary Devices • Friday



TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can defend why the author's imagery matters to the meaning."

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

"How would the meaning change without the imagery?"

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

ANSWER KEY: Without the imagery, the reader would lose what wrapped her arms around me so tightly adds. The reader can almost feel the tight, happy hug that makes the narrator laugh.

TEKS 4.10(D) • Literary Devices • Sheet 2 of 36 • Prepare •
Module M2 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find imagery.

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

Go back to the reading.

Find one more sentence that uses imagery.

Copy the exact words.

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

I CAN I can find and explain imagery in our reading on my own.


TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: My feet still hurt, and I was exhausted from the long afternoon, but I did not complain.

TEKS 4.10(D) · Literary Devices · Sheet 2 of 36 · Prepare ·
Module M2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE

The imagery is in the words wrapped her arms around me so tightly. The reader can almost feel the tight, happy hug that makes the narrator laugh.

CHOOSE

A. A lets the reader see tears shining. B and C tell what happened without any sight, sound, or touch details.

SHOW

The reader can see the shining tears and understand how moved Mama feels.

OWN

The author uses imagery so the reader feels the emotions of the day through the narrator's body and senses.

DEFEND

Without the imagery, the reader would lose what wrapped her arms around me so tightly adds. The reader can almost feel the tight, happy hug that makes the narrator laugh.

YOUR TURN

Answers vary. One example: My feet still hurt, and I was exhausted from the long afternoon, but I did not complain.



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

⌚ ~4 min

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

“Let us check our work across the five thinking levels.”

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 4.10(D) · Literary Devices · Sheet 2 of 36 · Prepare ·
Module M2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

I looked up at Mama and noticed tears shining in her eyes.

What does the imagery in this sentence help the reader understand?

- A** Mama is angry with the narrator for asking too many questions
- B** Mama has strong feelings about the speech, and her tears are easy to see
- C** The sun is shining so brightly that it hurts Mama's eyes
- D** Mama is too tired from standing to keep watching the speech



TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show
What You Know

⌚ ~4 min

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

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

▶ *Read the passage excerpt and the four choices aloud.*

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ *Give think time. Students choose privately before any discussion.*

ANSWER KEY: The answer is B. The words "tears shining" let the reader see Mama's strong emotion.

TEKS 4.10(D) · Literary Devices · Sheet 2 of 36 · Prepare ·
Module M2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is B.

- A** **Mama is angry with the narrator for asking too many questions**
Nothing in the sentence shows anger. The tears show she is deeply moved.
- B** **Mama has strong feelings about the speech, and her tears are easy to see**
Correct. The words "tears shining" let the reader see Mama's strong emotion.
- C** **The sun is shining so brightly that it hurts Mama's eyes**
The shining describes her tears, not the sun.
- D** **Mama is too tired from standing to keep watching the speech**
The sentence shows emotion, not tiredness.



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

⌚ ~4 min

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

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

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

“The words "tears shining" let the reader see Mama's strong emotion.”

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

ANSWER KEY: B is correct.

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Imagery is language that uses the senses: sight, sound, touch, taste, and smell. Authors use imagery so I can see, hear, or feel what is happening in the reading. When I find imagery, I ask: Which words help me picture this, and what sense do they use?

THIS WEEK’S DEVICE

Imagery

from “Serve”

Find how the author uses imagery in our reading.

This deck teaches **imagery** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

“This week we are learning about imagery. Imagery is language that uses the senses: sight, sound, touch, taste, and smell.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is Serve. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Prepare Module M3
• a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(D) • Literary Devices • Sheet 3 of 36 • Prepare •
Module M3 • slide 1 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

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

Notice the imagery.

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

"I remember pulling my coat tightly around me because the winter air felt sharp against my face."

I CAN I can notice imagery in our reading.

Grade 4 • Prepare • Literary Devices • Monday



TEKS 4.10(D) • Literary Devices • Sheet 3 of 36 • Prepare • Module M3 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

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

"Today's thinking job is NOTICE. I can notice imagery in our reading."

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

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

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

ANSWER KEY: The imagery is in the words winter air felt sharp against my face, pulling my coat tightly. The reader can feel the stinging cold air on Grandpa's face on inauguration day.

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows imagery."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows imagery. Which one?

A. I underlined that sentence in my notebook.

B. Grandpa laughed softly.

C. I remember pulling my coat tightly around me because the winter air felt sharp against my face.

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

Grade 4 • Prepare • Literary Devices • Tuesday



TEKS 4.10(D) • Literary Devices • Sheet 3 of 36 • Prepare • Module M3 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the sentence that shows imagery and explain why."

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

"Only one of these sentences shows imagery. Which one?"

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

ANSWER KEY: C. C lets the reader feel the cold air stinging Grandpa's face. A and B tell actions but do not build a sensory picture of the scene.

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what imagery does."

EXACT TEKS WORDING

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

Show what the imagery does.

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

"There had been heavy snow, and the city had worked hard to prepare for the ceremony."

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



Grade 4 • Prepare • Literary Devices • Wednesday



TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can explain what imagery does in the reading."

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

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

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

ANSWER KEY: The words heavy snow help the reader picture a city covered in deep snow.

TEKS 4.10(D) • Literary Devices • Sheet 3 of 36 • Prepare •
Module M3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used imagery."

EXACT TEKS WORDING

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

Explain the author's purpose.

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

"I opened my notebook, clicked my pen, and wrote the date across the top of the page."

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



Grade 4 • Prepare • Literary Devices • Thursday



TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can explain why the author chose to use imagery."

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

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

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

ANSWER KEY: The author uses imagery so the reader can feel how cold and special the day of the speech was.

TEKS 4.10(D) • Literary Devices • Sheet 3 of 36 • Prepare •
Module M3 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why imagery matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the imagery?

"I remember pulling my coat tightly around me because the winter air felt sharp against my face."

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



Grade 4 • Prepare • Literary Devices • Friday



TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can defend why the author's imagery matters to the meaning."

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

"How would the meaning change without the imagery?"

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

ANSWER KEY: Without the imagery, the reader would lose what winter air felt sharp against my face, pulling my coat tightly adds. The reader can feel the stinging cold air on Grandpa's face on inauguration day.

TEKS 4.10(D) • Literary Devices • Sheet 3 of 36 • Prepare •
Module M3 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find imagery.

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

Go back to the reading.

Find one more sentence that uses imagery.

Copy the exact words.

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

I CAN I can find and explain imagery in our reading on my own.


TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: I opened my notebook, clicked my pen, and wrote the date across the top of the page.

TEKS 4.10(D) · Literary Devices · Sheet 3 of 36 · Prepare ·
Module M3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE

The imagery is in the words winter air felt sharp against my face, pulling my coat tightly. The reader can feel the stinging cold air on Grandpa's face on inauguration day.

CHOOSE

C. C lets the reader feel the cold air stinging Grandpa's face. A and B tell actions but do not build a sensory picture of the scene.

SHOW

The words heavy snow help the reader picture a city covered in deep snow.

OWN

The author uses imagery so the reader can feel how cold and special the day of the speech was.

DEFEND

Without the imagery, the reader would lose what winter air felt sharp against my face, pulling my coat tightly adds. The reader can feel the stinging cold air on Grandpa's face on inauguration day.

YOUR TURN

Answers vary. One example: I opened my notebook, clicked my pen, and wrote the date across the top of the page.



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

⌚ ~4 min

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

“Let us check our work across the five thinking levels.”

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 4.10(D) · Literary Devices · Sheet 3 of 36 · Prepare ·
Module M3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

I remember pulling my coat tightly around me because the winter air felt sharp against my face.**Which sense does the author mostly use in this sentence?**

- A** sound, because the words describe the crowd cheering for the new leader
- B** taste, because the words describe the food Grandpa ate before the speech
- C** touch, because the words describe cold air pressing on Grandpa's face
- D** smell, because the words describe the smoke rising from the city fires

**TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show**
What You Know

⌚ ~4 min

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

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

▶ Read the passage excerpt and the four choices aloud.

"Read all four choices before you decide. Check each one against the exact words in the excerpt."

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is C. "felt sharp against my face" is a touch detail that shows the cold.TEKS 4.10(D) · Literary Devices · Sheet 3 of 36 · Prepare ·
Module M3 · slide 9 of 10**CHECK FOR UNDERSTANDING**

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is C.

- A sound, because the words describe the crowd cheering for the new leader**
The sentence does not mention any sounds or cheering.
- B taste, because the words describe the food Grandpa ate before the speech**
No food is mentioned in the sentence.
- C touch, because the words describe cold air pressing on Grandpa's face**
Correct. "felt sharp against my face" is a touch detail that shows the cold.
- D smell, because the words describe the smoke rising from the city fires**
No smoke or smell is mentioned in the sentence.



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

⌚ ~4 min

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

"The correct answer is C. The most important part is understanding why."

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

"*"felt sharp against my face"* is a touch detail that shows the cold."

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

ANSWER KEY: C is correct.

TEKS 4.10(D) · Literary Devices · Sheet 3 of 36 · Prepare · Module M3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Repetition is when an author repeats a word or phrase on purpose.

Contrast is when the author places two different ideas side by side.

Both devices point the reader toward what the author thinks is important.

THIS WEEK’S DEVICE

Repetition and Contrast

from “Serve”

Find how the author uses repetition and contrast in our reading.

This deck teaches **repetition and contrast** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

“This week we are learning about repetition and contrast. Repetition is when an author repeats a word or phrase on purpose.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is Serve. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Prepare Module M4
• a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(D) • Literary Devices • Sheet 4 of 36 • Prepare •
Module M4 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what repetition and contrast means in their own words.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice repetition and contrast in the reading."

EXACT TEKS WORDING

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

Notice the repetition and contrast.

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

"Sometimes service is helping one person. Sometimes it is helping a neighborhood. Sometimes it is helping people far from home."

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

Grade 4 • Prepare • Literary Devices • Monday



TEKS 4.10(D) • Literary Devices • Sheet 4 of 36 • Prepare • Module M4 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

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

"Today's thinking job is NOTICE. I can notice repetition and contrast in our reading."

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

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

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

ANSWER KEY: The repetition and contrast is in the words Sometimes, Sometimes, Sometimes. Repeating Sometimes three times builds a list that grows bigger, showing service can happen at every size.

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows repetition and contrast."

EXACT TEKS WORDING

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

Choose the sentence.

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

- A. Grandpa smiled.
 B. I wrote courage in my notebook too.
 C. Sometimes service is helping one person. Sometimes it is helping a neighborhood. Sometimes it is helping people far from home.

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

Grade 4 • Prepare • Literary Devices • Tuesday



TEACHER SAYS & DOES • SLIDE 3 OF 10 •
 Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the sentence that shows repetition and contrast and explain why."

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

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

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

ANSWER KEY: C. C repeats Sometimes on purpose to build a pattern. A and B are short statements with no repeated words or contrast.

TEKS 4.10(D) • Literary Devices • Sheet 4 of 36 • Prepare •
 Module M4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what repetition and contrast does."

EXACT TEKS WORDING

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

Show what the repetition and contrast does.

What does the repetition and contrast in this sentence help you see, hear, feel, or understand?

"It is always easier to ask what someone else will do. It takes more effort to ask what you can do."

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



Grade 4 • Prepare • Literary Devices • Wednesday



TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can explain what repetition and contrast does in the reading."

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

"What does the repetition and contrast in this sentence help you see, hear, feel, or understand?"

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

ANSWER KEY: The contrast between asking about someone else and asking about you shows which choice takes courage.

TEKS 4.10(D) • Literary Devices • Sheet 4 of 36 • Prepare •
Module M4 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used repetition and contrast."

EXACT TEKS WORDING

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

Explain the author's purpose.

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

"He did not want Americans only asking what they could receive. He wanted them to consider what they could give."

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



Grade 4 · Prepare · Literary Devices · Thursday



TEACHER SAYS & DOES · SLIDE 5 OF 10 ·
Thursday · OWN · Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can explain why the author chose to use repetition and contrast."

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

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

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

ANSWER KEY: The author uses repetition and contrast so the reader remembers that service can be big or small and is about giving, not receiving.

TEKS 4.10(D) · Literary Devices · Sheet 4 of 36 · Prepare ·
Module M4 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why repetition and contrast matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the repetition and contrast?

"Sometimes service is helping one person. Sometimes it is helping a neighborhood. Sometimes it is helping people far from home."

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



Grade 4 • Prepare • Literary Devices • Friday



TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can defend why the author's repetition and contrast matters to the meaning."

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

"How would the meaning change without the repetition and contrast?"

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

ANSWER KEY: Without the repetition and contrast, the reader would lose what Sometimes, Sometimes, Sometimes adds. Repeating Sometimes three times builds a list that grows bigger, showing service can happen at every size.

TEKS 4.10(D) • Literary Devices • Sheet 4 of 36 • Prepare •
Module M4 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find repetition and contrast.

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

Go back to the reading.

Find one more sentence that uses repetition and contrast.

Copy the exact words.

Then explain: What does this repetition and contrast help you see, hear, feel, or understand?

I CAN I can find and explain repetition and contrast in our reading on my own.


**TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN**

⌚ ~5 min

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

“Now it is your turn. On your tracking sheet, find one more example of repetition and contrast in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: He did not want Americans only asking what they could receive. He wanted them to consider what they could give.

TEKS 4.10(D) · Literary Devices · Sheet 4 of 36 · Prepare ·
Module M4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE

The repetition and contrast is in the words Sometimes, Sometimes, Sometimes. Repeating Sometimes three times builds a list that grows bigger, showing service can happen at every size.

CHOOSE

C. C repeats Sometimes on purpose to build a pattern. A and B are short statements with no repeated words or contrast.

SHOW

The contrast between asking about someone else and asking about you shows which choice takes courage.

OWN

The author uses repetition and contrast so the reader remembers that service can be big or small and is about giving, not receiving.

DEFEND

Without the repetition and contrast, the reader would lose what Sometimes, Sometimes, Sometimes adds. Repeating Sometimes three times builds a list that grows bigger, showing service can happen at every size.

YOUR TURN

Answers vary. One example: He did not want Americans only asking what they could receive. He wanted them to consider what they could give.



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

⌚ ~4 min

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

“Let us check our work across the five thinking levels.”

▶ Reveal the answers one level at a time. Students check their tracking sheet.

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ Celebrate explanations that name the exact words.

ANSWER KEY: See the Answers slide.

TEKS 4.10(D) · Literary Devices · Sheet 4 of 36 · Prepare ·
Module M4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Sometimes service is helping one person. Sometimes it is helping a neighborhood. Sometimes it is helping people far from home.

Why does the author repeat the word "Sometimes" in this excerpt?

- A** to show that Grandpa is unsure whether service is really important
- B** to show that service only happens once in a while during the year
- C** to show that people far from home need more help than neighbors
- D** to show that service can happen in many sizes, from one person to far away



TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show

⌚ ~4 min

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

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

▶ *Read the passage excerpt and the four choices aloud.*

"Read all four choices before you decide. Check each one against the exact words in the excerpt."

▶ *Give think time. Students choose privately before any discussion.*

ANSWER KEY: The answer is D. Each repeated "Sometimes" adds a bigger group, showing many kinds of service.

TEKS 4.10(D) · Literary Devices · Sheet 4 of 36 · Prepare · Module M4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is **D**.

- A** to show that Grandpa is unsure whether service is really important
Grandpa is sure. The repetition builds a list, not doubt.
- B** to show that service only happens once in a while during the year
Sometimes here introduces examples, not how often service happens.
- C** to show that people far from home need more help than neighbors
The excerpt does not rank who needs help more.
- D** to show that service can happen in many sizes, from one person to far away
Correct. Each repeated "Sometimes" adds a bigger group, showing many kinds of service.



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

⌚ ~4 min

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

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

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

“Each repeated “Sometimes” adds a bigger group, showing many kinds of service.”

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

ANSWER KEY: D is correct.

TEKS 4.10(D) · Literary Devices · Sheet 4 of 36 · Prepare · Module M4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Imagery is language that uses the senses: sight, sound, touch, taste, and smell. Authors use imagery so I can see, hear, or feel what is happening in the reading. When I find imagery, I ask: Which words help me picture this, and what sense do they use?

THIS WEEK’S DEVICE

Imagery

from “A Promise Written Long Ago”

Find how the author uses imagery in our reading.

This deck teaches **imagery** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

“This week we are learning about imagery. Imagery is language that uses the senses: sight, sound, touch, taste, and smell.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is A Promise Written Long Ago. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE, CHOOSE, SHOW, OWN, and DEFEND.**

PREP & MATERIALS: the Literary Devices slide deck for Cluster 1 Module M1 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(D) • Literary Devices • Sheet 5 of 36 • Cluster 1 •
Module M1 • slide 1 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

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

Notice the imagery.

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

"Finally, in June of 1215, King John met the barons at Runnymede, a grassy meadow beside the River Thames."

I CAN I can notice imagery in our reading.

Grade 4 • Cluster 1 • Literary Devices • Monday



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

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

"Today's thinking job is NOTICE. I can notice imagery in our reading."

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

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

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

ANSWER KEY: The imagery is in the words grassy meadow beside the River Thames. The words grassy meadow help the reader picture the green, open place where the meeting happened.

TEKS 4.10(D) • Literary Devices • Sheet 5 of 36 • Cluster 1 •
Module M1 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows imagery."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows imagery. Which one?

- A. The Magna Carta was written and signed.
 B. King John became ruler of England in 1199.
 C. Finally, in June of 1215, King John met the barons at Runnymede, a grassy meadow beside the River Thames.

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



TEACHER SAYS & DOES • SLIDE 3 OF 10 •
 Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the sentence that shows imagery and explain why."

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

"Only one of these sentences shows imagery. Which one?"

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

ANSWER KEY: C. C gives a picture with sight words (grassy meadow beside the river). A and B state facts with no sensory details.

TEKS 4.10(D) • Literary Devices • Sheet 5 of 36 • Cluster 1 •
 Module M1 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what imagery does."

EXACT TEKS WORDING

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

Show what the imagery does.

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

"Roads were rough, and traveling long distances took a great deal of time."

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



Grade 4 • Cluster 1 • Literary Devices • Wednesday



TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can explain what imagery does in the reading."

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

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

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

ANSWER KEY: The word rough helps the reader picture and feel bumpy, hard roads.

TEKS 4.10(D) • Literary Devices • Sheet 5 of 36 • Cluster 1 •
Module M1 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used imagery."

EXACT TEKS WORDING

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

Explain the author's purpose.

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

"Finally, in June of 1215, King John met the barons at Runnymede, a grassy meadow beside the River Thames."

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



Grade 4 • Cluster 1 • Literary Devices • Thursday



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • OWN • Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can explain why the author chose to use imagery."

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

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

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

ANSWER KEY: The author uses imagery so the reader can picture the real place where a famous document was created.

TEKS 4.10(D) • Literary Devices • Sheet 5 of 36 • Cluster 1 •
Module M1 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why imagery matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the imagery?

"Finally, in June of 1215, King John met the barons at Runnymede, a grassy meadow beside the River Thames."

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



Grade 4 • Cluster 1 • Literary Devices • Friday



TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can defend why the author's imagery matters to the meaning."

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

"How would the meaning change without the imagery?"

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

ANSWER KEY: Without the imagery, the reader would lose what grassy meadow beside the River Thames adds. The words grassy meadow help the reader picture the green, open place where the meeting happened.

TEKS 4.10(D) • Literary Devices • Sheet 5 of 36 • Cluster 1 •
Module M1 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find imagery.

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

Go back to the reading.

Find one more sentence that uses imagery.

Copy the exact words.

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

I CAN I can find and explain imagery in our reading on my own.


**TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN**

⌚ ~5 min

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

“Now it is your turn. On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: Roads were rough, and traveling long distances took a great deal of time.

TEKS 4.10(D) · Literary Devices · Sheet 5 of 36 · Cluster 1 ·
Module M1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE

The imagery is in the words grassy meadow beside the River Thames. The words grassy meadow help the reader picture the green, open place where the meeting happened.

CHOOSE

C. C gives a picture with sight words (grassy meadow beside the river). A and B state facts with no sensory details.

SHOW

The word rough helps the reader picture and feel bumpy, hard roads.

OWN

The author uses imagery so the reader can picture the real place where a famous document was created.

DEFEND

Without the imagery, the reader would lose what grassy meadow beside the River Thames adds. The words grassy meadow help the reader picture the green, open place where the meeting happened.

YOUR TURN

Answers vary. One example: Roads were rough, and traveling long distances took a great deal of time.



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

⌚ ~4 min

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

“Let us check our work across the five thinking levels.”

▶ Reveal the answers one level at a time. Students check their tracking sheet.

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ Celebrate explanations that name the exact words.

ANSWER KEY: See the Answers slide.

TEKS 4.10(D) · Literary Devices · Sheet 5 of 36 · Cluster 1 ·
Module M1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Finally, in June of 1215, King John met the barons at Runnymede, a grassy meadow beside the River Thames.

Which words from the excerpt help the reader picture the setting?

A "grassy meadow beside the River Thames"

B "King John met the barons at Runnymede"

C "in June of 1215"

D "Finally"



TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show

⌚ ~4 min

What You Know

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

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

▶ *Read the passage excerpt and the four choices aloud.*

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ *Give think time. Students choose privately before any discussion.*

ANSWER KEY: The answer is A. These sight words create a picture of the open, green meeting place.

TEKS 4.10(D) · Literary Devices · Sheet 5 of 36 · Cluster 1 ·
Module M1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is **A**.

A "grassy meadow beside the River Thames"
Correct. These sight words create a picture of the open, green meeting place.

B "King John met the barons at Runnymede"
This tells who met and where. It does not describe what the place looked like.

C "in June of 1215"
This tells when the meeting happened. It does not create a picture.

D "Finally"
This word shows time order, not a picture of the setting.



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

⌚ ~4 min

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

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

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

“These sight words create a picture of the open, green meeting place.”

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

ANSWER KEY: A is correct.

TEKS 4.10(D) · Literary Devices · Sheet 5 of 36 · Cluster 1 · Module M1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Repetition is when an author repeats a word or phrase on purpose.

Contrast is when the author places two different ideas side by side.

Both devices point the reader toward what the author thinks is important.

THIS WEEK’S DEVICE

Repetition and Contrast

from “A Promise Written Long Ago”

Find how the author uses repetition and contrast in our reading.

This deck teaches **repetition and contrast** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

“This week we are learning about repetition and contrast. Repetition is when an author repeats a word or phrase on purpose.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is A Promise Written Long Ago. As we read, we will look closely at the author's words.”

▶ Preview the week: NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 1 Module M2 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(D) • Literary Devices • Sheet 6 of 36 • Cluster 1 •
Module M2 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what repetition and contrast means in their own words.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice repetition and contrast in the reading."

EXACT TEKS WORDING

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

Notice the repetition and contrast.

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

"Their goal was not to remove King John from power. Instead, they wanted to make sure he governed more fairly."

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



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

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

"Today's thinking job is NOTICE. I can notice repetition and contrast in our reading."

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

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

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

ANSWER KEY: The repetition and contrast is in the words not to remove, Instead, governed more fairly. The contrast shows what the barons did not want and what they did want.

TEKS 4.10(D) • Literary Devices • Sheet 6 of 36 • Cluster 1 •
Module M2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows repetition and contrast."

EXACT TEKS WORDING

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

Choose the sentence.

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

- A. Today, this idea may seem ordinary, but in 1215 it was groundbreaking.
 B. The barons began meeting together to discuss possible solutions.
 C. Barons were wealthy landowners who controlled large areas of land throughout England.

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



Grade 4 • Cluster 1 • Literary Devices • Tuesday



TEACHER SAYS & DOES • SLIDE 3 OF 10 •
 Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the sentence that shows repetition and contrast and explain why."

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

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

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

ANSWER KEY: A. A sets two opposite ideas side by side (ordinary and groundbreaking). B and C give facts without a contrast.

TEKS 4.10(D) • Literary Devices • Sheet 6 of 36 • Cluster 1 •
 Module M2 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what repetition and contrast does."

EXACT TEKS WORDING

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

Show what the repetition and contrast does.

What does the repetition and contrast in this sentence help you see, hear, feel, or understand?

"Today, this idea may seem ordinary, but in 1215 it was groundbreaking."

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



Grade 4 • Cluster 1 • Literary Devices • Wednesday



TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can explain what repetition and contrast does in the reading."

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

"What does the repetition and contrast in this sentence help you see, hear, feel, or understand?"

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

ANSWER KEY: Placing ordinary next to groundbreaking shows how new the idea was long ago.

TEKS 4.10(D) • Literary Devices • Sheet 6 of 36 • Cluster 1 •
Module M2 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used repetition and contrast."

EXACT TEKS WORDING

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

Explain the author's purpose.

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

"Before this document existed, kings often made decisions without restrictions. The Magna Carta introduced a different idea."

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



Grade 4 · Cluster 1 · Literary Devices · Thursday



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can explain why the author chose to use repetition and contrast."

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

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

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

ANSWER KEY: The author uses contrast so the reader understands how new and important the Magna Carta's ideas were.

TEKS 4.10(D) · Literary Devices · Sheet 6 of 36 · Cluster 1 ·
Module M2 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why repetition and contrast matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the repetition and contrast?

"Their goal was not to remove King John from power. Instead, they wanted to make sure he governed more fairly."

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



Grade 4 • Cluster 1 • Literary Devices • Friday



TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can defend why the author's repetition and contrast matters to the meaning."

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

"How would the meaning change without the repetition and contrast?"

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

ANSWER KEY: Without the repetition and contrast, the reader would lose what not to remove, Instead, governed more fairly adds. The contrast shows what the barons did not want and what they did want.

TEKS 4.10(D) • Literary Devices • Sheet 6 of 36 • Cluster 1 •
Module M2 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find repetition and contrast.

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

Go back to the reading.

Find one more sentence that uses repetition and contrast.

Copy the exact words.

Then explain: What does this repetition and contrast help you see, hear, feel, or understand?

I CAN I can find and explain repetition and contrast in our reading on my own.


TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. On your tracking sheet, find one more example of repetition and contrast in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: Before this document existed, kings often made decisions without restrictions. The Magna Carta introduced a different idea.

TEKS 4.10(D) · Literary Devices · Sheet 6 of 36 · Cluster 1 ·
Module M2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE

The repetition and contrast is in the words not to remove, Instead, governed more fairly. The contrast shows what the barons did not want and what they did want.

CHOOSE

A. A sets two opposite ideas side by side (ordinary and groundbreaking). B and C give facts without a contrast.

SHOW

Placing ordinary next to groundbreaking shows how new the idea was long ago.

OWN

The author uses contrast so the reader understands how new and important the Magna Carta's ideas were.

DEFEND

Without the repetition and contrast, the reader would lose what not to remove, Instead, governed more fairly adds. The contrast shows what the barons did not want and what they did want.

YOUR TURN

Answers vary. One example: Before this document existed, kings often made decisions without restrictions. The Magna Carta introduced a different idea.



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

⌚ ~4 min

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

“Let us check our work across the five thinking levels.”

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 4.10(D) · Literary Devices · Sheet 6 of 36 · Cluster 1 ·
Module M2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Today, this idea may seem ordinary, but in 1215 it was groundbreaking.

Why does the author contrast "ordinary" with "groundbreaking" in this sentence?

- A to show that people in 1215 did not care about laws at all
- B to show that an idea that seems normal now was very new in 1215
- C to show that the Magna Carta was written on ordinary paper
- D to show that the idea has been forgotten by people today



TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

⌚ ~4 min

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

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

▶ Read the passage excerpt and the four choices aloud.

"Read all four choices before you decide. Check each one against the exact words in the excerpt."

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is B. The contrast shows how surprising the idea was at that time.

TEKS 4.10(D) · Literary Devices · Sheet 6 of 36 · Cluster 1 · Module M2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is B.

A to show that people in 1215 did not care about laws at all
The sentence is about how new the idea was, not about people not caring.

B to show that an idea that seems normal now was very new in 1215
Correct. The contrast shows how surprising the idea was at that time.

C to show that the Magna Carta was written on ordinary paper
The sentence is not about paper. It compares then and now.

D to show that the idea has been forgotten by people today
The sentence says the idea seems ordinary today, so it is well known.



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

⌚ ~4 min

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

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

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

“The contrast shows how surprising the idea was at that time.”

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

ANSWER KEY: B is correct.

TEKS 4.10(D) · Literary Devices · Sheet 6 of 36 · Cluster 1 · Module M2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Literal language means exactly what the words say.

Figurative language uses words in an unusual way to compare, exaggerate, or create a picture.

When I read, I ask: Does this mean exactly what it says, or is the author using words in a special way?

THIS WEEK’S DEVICE

Literal and Figurative Language

from “A Promise Written Long Ago”

Find how the author uses literal and figurative language in our reading.

This deck teaches **literal and figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

“This week we are learning about literal and figurative language. Literal language means exactly what the words say.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is A Promise Written Long Ago. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE, CHOOSE, SHOW, OWN, and DEFEND.**

PREP & MATERIALS: the Literary Devices slide deck for Cluster 1 Module M3 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(D) • Literary Devices • Sheet 7 of 36 • Cluster 1 •
Module M3 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what literal and figurative language means in their own words.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can tell if language is literal or figurative."

EXACT TEKS WORDING

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

Literal or figurative?

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

"King John became ruler of England in 1199."

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



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

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

"Today's thinking job is NOTICE. I can tell whether the author's words are literal or figurative."

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

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

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

ANSWER KEY: This sentence is literal. It means exactly what it says: John became king in the year 1199.

TEKS 4.10(D) • Literary Devices • Sheet 7 of 36 • Cluster 1 •
Module M3 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can compare sentences from the reading."

EXACT TEKS WORDING

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

Choose the sentence.

All three are literal. Which one states a fact in the fewest, most exact words?

- A. King John became ruler of England in 1199.
 B. The Magna Carta was written and signed.
 C. It stated that the king must follow the law just like everyone else.

I CAN I can compare sentences and explain my choice.



Grade 4 • Cluster 1 • Literary Devices • Tuesday



TEACHER SAYS & DOES • SLIDE 3 OF 10 •
 Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can compare sentences and explain my choice."

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

"All three are literal. Which one states a fact in the fewest, most exact words?"

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

ANSWER KEY: B. All three are literal. B is the shortest, most exact statement of a fact, with no comparison or special wording.

TEKS 4.10(D) • Literary Devices • Sheet 7 of 36 • Cluster 1 •
 Module M3 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can explain what literal language tells me."

EXACT TEKS WORDING

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

Show what the words tell you.

What exact information does this sentence give the reader?

"The Magna Carta was written and signed."

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



Grade 4 • Cluster 1 • Literary Devices • Wednesday



TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can explain what literal language tells the reader."

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

"What exact information does this sentence give the reader?"

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

ANSWER KEY: This is literal. The document was really written and really signed.

TEKS 4.10(D) • Literary Devices • Sheet 7 of 36 • Cluster 1 •
Module M3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used literal language."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use plain, literal words here?

"It stated that the king must follow the law just like everyone else."

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



Grade 4 • Cluster 1 • Literary Devices • Thursday



TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can explain why the author chose literal language."

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

"Why does the author use plain, literal words here?"

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

ANSWER KEY: The author uses literal language so readers get clear, exact facts about a real event in history.

TEKS 4.10(D) • Literary Devices • Sheet 7 of 36 • Cluster 1 •
Module M3 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend how literal language fits this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would a figurative version change what the reader understands?

"King John became ruler of England in 1199."

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



Grade 4 • Cluster 1 • Literary Devices • Friday



TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can defend why the author's literal language fits the text."

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

"How would a figurative version change what the reader understands?"

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

ANSWER KEY: This sentence is literal. It means exactly what it says: John became king in the year 1199.

TEKS 4.10(D) • Literary Devices • Sheet 7 of 36 • Cluster 1 •
Module M3 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn: literal or figurative?

On your tracking sheet, find a sentence that is literal, and tell how you know in the reading. Copy the exact words.

Go back to the reading.

Find one sentence that is literal.

Copy the exact words.

Then explain: How do you know it means exactly what it says?

I CAN I can find literal language and explain how I know.


TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. On your tracking sheet, find a sentence that is literal, and tell how you know in the reading. Copy the exact words.”

▶ Circulate. Ask each student to point to the exact words that prove their answer.

“Copy the exact words, then explain your thinking.”

▶ Note who finds strong examples. Today is practice.

ANSWER KEY: Answers vary. Any literal sentence from the reading, such as: The Magna Carta was written and signed.

TEKS 4.10(D) · Literary Devices · Sheet 7 of 36 · Cluster 1 ·
Module M3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE

This sentence is literal. It means exactly what it says: John became king in the year 1199.

CHOOSE

B. All three are literal. B is the shortest, most exact statement of a fact, with no comparison or special wording.

SHOW

This is literal. The document was really written and really signed.

OWN

The author uses literal language so readers get clear, exact facts about a real event in history.

DEFEND

This sentence is literal. It means exactly what it says: John became king in the year 1199.

YOUR TURN

Answers vary. Any literal sentence from the reading, such as: The Magna Carta was written and signed.



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

⌚ ~4 min

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

“Let us check our work across the five thinking levels.”

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 4.10(D) · Literary Devices · Sheet 7 of 36 · Cluster 1 ·
Module M3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

The Magna Carta was written and signed.

Is the language in this sentence literal or figurative?

- A** figurative, because it compares the document to a signed promise
- B** figurative, because signing a paper is an exaggeration of the event
- C** literal, because it tells exactly what happened to the real document
- D** literal, because it uses the word "signed" to sound like a sound



TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

⌚ ~4 min

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

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

▶ Read the passage excerpt and the four choices aloud.

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is C. The words mean exactly what they say. The document was written and signed.

TEKS 4.10(D) · Literary Devices · Sheet 7 of 36 · Cluster 1 · Module M3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is C.

- A** **figurative, because it compares the document to a signed promise**
Nothing is compared. The words tell a plain fact.
- B** **figurative, because signing a paper is an exaggeration of the event**
Nothing is exaggerated. It really was signed.
- C** **literal, because it tells exactly what happened to the real document**
Correct. The words mean exactly what they say. The document was written and signed.
- D** **literal, because it uses the word "signed" to sound like a sound**
It is literal, but signed does not imitate a sound.



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

⌚ ~4 min

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

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

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

“The words mean exactly what they say. The document was written and signed.”

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

ANSWER KEY: C is correct.

TEKS 4.10(D) · Literary Devices · Sheet 7 of 36 · Cluster 1 · Module M3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

An idiom is a common phrase whose meaning is different from its exact words.

Authors use idioms to sound natural and to say a lot in a few words.

When I find an idiom, I ask: What do these words really mean here?

THIS WEEK’S DEVICE**Idiom**

from “A Promise Written Long Ago”

Find how the author uses idiom in our reading.

This deck teaches **idiom** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.


TEACHER SAYS & DOES • SLIDE 1 OF 10 •
 Introduce the Week

~5 min

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

“This week we are learning about idiom. An idiom is a common phrase whose meaning is different from its exact words.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is A Promise Written Long Ago. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 1 Module M4 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(D) • Literary Devices • Sheet 8 of 36 • Cluster 1 •
Module M4 • slide 1 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice idiom in the reading."

EXACT TEKS WORDING

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

Notice the idiom.

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

"It became a symbol of fairness and the belief that no one should be above the law."

I CAN I can notice idiom in our reading.

Grade 4 • Cluster 1 • Literary Devices • Monday



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

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

"Today's thinking job is NOTICE. I can notice idiom in our reading."

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

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

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

ANSWER KEY: The idiom is in the words above the law. Above the law is an idiom. It does not mean higher than a book of laws; it means not having to follow the rules.

TEKS 4.10(D) • Literary Devices • Sheet 8 of 36 • Cluster 1 •
Module M4 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows idiom."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows idiom. Which one?

- A. The Magna Carta was written and signed.
 B. It became a symbol of fairness and the belief that no one should be above the law.
 C. King John became ruler of England in 1199.

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

Grade 4 • Cluster 1 • Literary Devices • Tuesday



TEACHER SAYS & DOES • SLIDE 3 OF 10 •
 Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the sentence that shows idiom and explain why."

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

"Only one of these sentences shows idiom. Which one?"

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

ANSWER KEY: B. B uses the idiom above the law, which does not mean what the words say. A and C mean exactly what they say.

TEKS 4.10(D) • Literary Devices • Sheet 8 of 36 • Cluster 1 •
 Module M4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what idiom does."

EXACT TEKS WORDING

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

Show what the idiom does.

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

"They wanted to avoid the problems that can occur when too much power is placed in the hands of one person or group."

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



Grade 4 • Cluster 1 • Literary Devices • Wednesday



TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can explain what idiom does in the reading."

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

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

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

ANSWER KEY: In the hands of is an idiom that means under the control of. Power is not really held in someone's hands.

TEKS 4.10(D) • Literary Devices • Sheet 8 of 36 • Cluster 1 •
Module M4 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used idiom."

EXACT TEKS WORDING

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

Explain the author's purpose.

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

"While the Magna Carta was an important step forward, it did not immediately solve every problem."

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



Grade 4 • Cluster 1 • Literary Devices • Thursday



TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can explain why the author chose to use idiom."

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

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

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

ANSWER KEY: The author uses idioms to explain big ideas about power and fairness in familiar, memorable phrases.

TEKS 4.10(D) • Literary Devices • Sheet 8 of 36 • Cluster 1 •
Module M4 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why idiom matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the idiom?

"It became a symbol of fairness and the belief that no one should be above the law."

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

Grade 4 • Cluster 1 • Literary Devices • Friday



TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can defend why the author's idiom matters to the meaning."

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

"How would the meaning change without the idiom?"

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

ANSWER KEY: Without the idiom, the reader would lose what above the law adds. Above the law is an idiom. It does not mean higher than a book of laws; it means not having to follow the rules.

TEKS 4.10(D) • Literary Devices • Sheet 8 of 36 • Cluster 1 •
Module M4 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find idiom.

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

Go back to the reading.

Find one more sentence that uses idiom.

Copy the exact words.

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

I CAN I can find and explain idiom in our reading on my own.


TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. On your tracking sheet, find one more example of idiom in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: While the Magna Carta was an important step forward, it did not immediately solve every problem.

TEKS 4.10(D) · Literary Devices · Sheet 8 of 36 · Cluster 1 ·
Module M4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE

The idiom is in the words above the law. Above the law is an idiom. It does not mean higher than a book of laws; it means not having to follow the rules.

CHOOSE

B. B uses the idiom above the law, which does not mean what the words say. A and C mean exactly what they say.

SHOW

In the hands of is an idiom that means under the control of. Power is not really held in someone's hands.

OWN

The author uses idioms to explain big ideas about power and fairness in familiar, memorable phrases.

DEFEND

Without the idiom, the reader would lose what above the law adds. Above the law is an idiom. It does not mean higher than a book of laws; it means not having to follow the rules.

YOUR TURN

Answers vary. One example: While the Magna Carta was an important step forward, it did not immediately solve every problem.



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

⌚ ~4 min

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

“Let us check our work across the five thinking levels.”

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 4.10(D) · Literary Devices · Sheet 8 of 36 · Cluster 1 ·
Module M4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

It became a symbol of fairness and the belief that no one should be above the law.

What does the phrase "above the law" mean in this sentence?

- A** standing on a higher floor than the courtroom
- B** knowing more about laws than other people do
- C** writing new laws for the whole country to use
- D** not having to follow the same rules as everyone else



TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show
What You Know

⌚ ~4 min

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

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

▶ *Read the passage excerpt and the four choices aloud.*

"Read all four choices before you decide. Check each one against the exact words in the excerpt."

▶ *Give think time. Students choose privately before any discussion.*

ANSWER KEY: The answer is D. "above the law" is an idiom for someone who does not have to obey the rules.

TEKS 4.10(D) · Literary Devices · Sheet 8 of 36 · Cluster 1 ·
Module M4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is **D**.

- A** **standing on a higher floor than the courtroom**
This is the literal meaning of the words, not the idiom's meaning.
- B** **knowing more about laws than other people do**
The idiom is about obeying rules, not knowing more.
- C** **writing new laws for the whole country to use**
The idiom is not about writing laws.
- D** **not having to follow the same rules as everyone else**
Correct. "above the law" is an idiom for someone who does not have to obey the rules.



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

⌚ ~4 min

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

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

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

““above the law” is an idiom for someone who does not have to obey the rules.”

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

ANSWER KEY: D is correct.

TEKS 4.10(D) · Literary Devices · Sheet 8 of 36 · Cluster 1 · Module M4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Imagery is language that uses the senses: sight, sound, touch, taste, and smell. Authors use imagery so I can see, hear, or feel what is happening in the reading. When I find imagery, I ask: Which words help me picture this, and what sense do they use?

THIS WEEK’S DEVICE

Imagery

from “The Energy We Use Everyday”

Find how the author uses imagery in our reading.

This deck teaches **imagery** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

“This week we are learning about imagery. Imagery is language that uses the senses: sight, sound, touch, taste, and smell.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is The Energy We Use Everyday. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 2 Module M1 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(D) • Literary Devices • Sheet 9 of 36 • Cluster 2 •
Module M1 • slide 1 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

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

Notice the imagery.

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

"On bright, sunny days, plenty of electricity may be produced."

I CAN I can notice imagery in our reading.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

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

"Today's thinking job is NOTICE. I can notice imagery in our reading."

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

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

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

ANSWER KEY: The imagery is in the words bright, sunny days. The sight words bright and sunny help the reader picture a clear day full of sunlight.

TEKS 4.10(D) • Literary Devices • Sheet 9 of 36 • Cluster 2 •
Module M1 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows imagery."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows imagery. Which one?

- A. Energy efficiency means using less energy to perform the same task.
 B. On bright, sunny days, plenty of electricity may be produced.
 C. Coal has been used for many years to generate electricity.

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



Grade 4 • Cluster 2 • Literary Devices • Tuesday



TEACHER SAYS & DOES • SLIDE 3 OF 10 •
 Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the sentence that shows imagery and explain why."

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

"Only one of these sentences shows imagery. Which one?"

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

ANSWER KEY: B. B uses sight words (bright, sunny). A gives a definition and C gives a fact, with no sensory details.

TEKS 4.10(D) • Literary Devices • Sheet 9 of 36 • Cluster 2 •
 Module M1 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what imagery does."

EXACT TEKS WORDING

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

Show what the imagery does.

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

"However, during cloudy weather, less energy may be available."

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



Grade 4 • Cluster 2 • Literary Devices • Wednesday



TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can explain what imagery does in the reading."

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

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

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

ANSWER KEY: The word cloudy helps the reader picture a gray sky that blocks the sun.

TEKS 4.10(D) • Literary Devices • Sheet 9 of 36 • Cluster 2 •
Module M1 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used imagery."

EXACT TEKS WORDING

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

Explain the author's purpose.

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

"Scientists continue to develop better storage systems so renewable energy can be used even when the sun is not shining or the wind is not blowing."

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



Grade 4 • Cluster 2 • Literary Devices • Thursday



TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can explain why the author chose to use imagery."

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

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

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

ANSWER KEY: The author uses weather imagery so the reader can picture why solar power changes from day to day.

TEKS 4.10(D) • Literary Devices • Sheet 9 of 36 • Cluster 2 •
Module M1 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why imagery matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the imagery?

"On bright, sunny days, plenty of electricity may be produced."

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

Grade 4 • Cluster 2 • Literary Devices • Friday



TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can defend why the author's imagery matters to the meaning."

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

"How would the meaning change without the imagery?"

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

ANSWER KEY: Without the imagery, the reader would lose what bright, sunny days adds. The sight words bright and sunny help the reader picture a clear day full of sunlight.

TEKS 4.10(D) • Literary Devices • Sheet 9 of 36 • Cluster 2 •
Module M1 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find imagery.

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

Go back to the reading.

Find one more sentence that uses imagery.

Copy the exact words.

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

I CAN I can find and explain imagery in our reading on my own.


TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: Scientists continue to develop better storage systems so renewable energy can be used even when the sun is not shining or the wind is not blowing.

TEKS 4.10(D) · Literary Devices · Sheet 9 of 36 · Cluster 2 ·
Module M1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE

The imagery is in the words bright, sunny days. The sight words bright and sunny help the reader picture a clear day full of sunlight.

CHOOSE

B. B uses sight words (bright, sunny). A gives a definition and C gives a fact, with no sensory details.

SHOW

The word cloudy helps the reader picture a gray sky that blocks the sun.

OWN

The author uses weather imagery so the reader can picture why solar power changes from day to day.

DEFEND

Without the imagery, the reader would lose what bright, sunny days adds. The sight words bright and sunny help the reader picture a clear day full of sunlight.

YOUR TURN

Answers vary. One example: Scientists continue to develop better storage systems so renewable energy can be used even when the sun is not shining or the wind is not blowing.



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

⌚ ~4 min

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

“Let us check our work across the five thinking levels.”

▶ Reveal the answers one level at a time. Students check their tracking sheet.

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ Celebrate explanations that name the exact words.

ANSWER KEY: See the Answers slide.

TEKS 4.10(D) · Literary Devices · Sheet 9 of 36 · Cluster 2 ·
Module M1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

On bright, sunny days, plenty of electricity may be produced. However, during cloudy weather, less energy may be available.

How do the words "bright, sunny" and "cloudy" help the reader?

- A They help the reader picture two kinds of days that change solar power
- B They help the reader learn how to build a solar panel at home
- C They help the reader hear the sound that wind turbines make
- D They help the reader know which fuel is best for cooking food



TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show

⌚ ~4 min

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

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

▶ Read the passage excerpt and the four choices aloud.

"Read all four choices before you decide. Check each one against the exact words in the excerpt."

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is A. The sight words create two pictures that explain the change in solar power.

TEKS 4.10(D) · Literary Devices · Sheet 9 of 36 · Cluster 2 · Module M1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is **A**.

A They help the reader picture two kinds of days that change solar power

Correct. The sight words create two pictures that explain the change in solar power.

B They help the reader learn how to build a solar panel at home

The excerpt does not explain building anything.

C They help the reader hear the sound that wind turbines make

These are sight words about the sky, not sounds.

D They help the reader know which fuel is best for cooking food

The excerpt is about sunlight, not cooking fuel.



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

⌚ ~4 min

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

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

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

“The sight words create two pictures that explain the change in solar power.”

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

ANSWER KEY: A is correct.

TEKS 4.10(D) · Literary Devices · Sheet 9 of 36 · Cluster 2 · Module M1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Literal language means exactly what the words say.

Figurative language uses words in an unusual way to compare, exaggerate, or create a picture.

When I read, I ask: Does this mean exactly what it says, or is the author using words in a special way?

THIS WEEK’S DEVICE

Literal and Figurative Language

from “The Energy We Use Everyday”

Find how the author uses literal and figurative language in our reading.

This deck teaches **literal and figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

“This week we are learning about literal and figurative language. Literal language means exactly what the words say.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is The Energy We Use Everyday. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 2 Module M2 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(D) • Literary Devices • Sheet 10 of 36 • Cluster 2 •
Module M2 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what literal and figurative language means in their own words.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can tell if language is literal or figurative."

EXACT TEKS WORDING

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

Literal or figurative?

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

"Solar panels collect energy from sunlight and turn it into electricity."

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



TEACHER SAYS & DOES • SLIDE 2 OF 10 •
Monday • NOTICE • Foundational

⌚ ~4 min

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

"Today's thinking job is NOTICE. I can tell whether the author's words are literal or figurative."

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

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

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

ANSWER KEY: This is literal. Solar panels really do turn sunlight into electricity.

TEKS 4.10(D) • Literary Devices • Sheet 10 of 36 • Cluster 2 •
Module M2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can compare sentences from the reading."

EXACT TEKS WORDING

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

Choose the sentence.

All three are literal. Which one explains how a machine makes power?

- A. Solar panels collect energy from sunlight and turn it into electricity.
 B. Coal has been used for many years to generate electricity.
 C. Wind turbines use moving air to generate power.

I CAN I can compare sentences and explain my choice.



Grade 4 • Cluster 2 • Literary Devices • Tuesday



TEACHER SAYS & DOES • SLIDE 3 OF 10 •
 Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can compare sentences and explain my choice."

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

"All three are literal. Which one explains how a machine makes power?"

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

ANSWER KEY: C. All three are literal. C explains exactly how a machine works using only exact, factual words.

TEKS 4.10(D) • Literary Devices • Sheet 10 of 36 • Cluster 2 •
 Module M2 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can explain what literal language tells me."

EXACT TEKS WORDING

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

Show what the words tell you.

What exact information does this sentence give the reader?

"Coal has been used for many years to generate electricity."

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



TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can explain what literal language tells the reader."

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

"What exact information does this sentence give the reader?"

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

ANSWER KEY: This is literal. It tells a true fact about coal.

TEKS 4.10(D) • Literary Devices • Sheet 10 of 36 • Cluster 2 •
Module M2 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used literal language."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use plain, literal words here?

"Wind turbines use moving air to generate power."

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



Grade 4 · Cluster 2 · Literary Devices · Thursday



TEACHER SAYS & DOES · SLIDE 5 OF 10 ·
Thursday · OWN · Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can explain why the author chose literal language."

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

"Why does the author use plain, literal words here?"

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

ANSWER KEY: The author uses literal language because the purpose is to teach exact facts about energy.

TEKS 4.10(D) · Literary Devices · Sheet 10 of 36 · Cluster 2 ·
Module M2 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend how literal language fits this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would a figurative version change what the reader understands?

"Solar panels collect energy from sunlight and turn it into electricity."

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



Grade 4 • Cluster 2 • Literary Devices • Friday



TEACHER SAYS & DOES • SLIDE 6 OF 10 •

Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can defend why the author's literal language fits the text."

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

"How would a figurative version change what the reader understands?"

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

ANSWER KEY: This is literal. Solar panels really do turn sunlight into electricity.

TEKS 4.10(D) • Literary Devices • Sheet 10 of 36 • Cluster 2 • Module M2 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn: literal or figurative?

On your tracking sheet, find a sentence that is literal, and tell how you know in the reading. Copy the exact words.

Go back to the reading.

Find one sentence that is literal.

Copy the exact words.

Then explain: How do you know it means exactly what it says?

I CAN I can find literal language and explain how I know.


TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. On your tracking sheet, find a sentence that is literal, and tell how you know in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. Any literal sentence from the reading, such as: Coal has been used for many years to generate electricity.

TEKS 4.10(D) · Literary Devices · Sheet 10 of 36 · Cluster 2 ·
Module M2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE

This is literal. Solar panels really do turn sunlight into electricity.

CHOOSE

C. All three are literal. C explains exactly how a machine works using only exact, factual words.

SHOW

This is literal. It tells a true fact about coal.

OWN

The author uses literal language because the purpose is to teach exact facts about energy.

DEFEND

This is literal. Solar panels really do turn sunlight into electricity.

YOUR TURN

Answers vary. Any literal sentence from the reading, such as: Coal has been used for many years to generate electricity.



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

⌚ ~4 min

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

“Let us check our work across the five thinking levels.”

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 4.10(D) · Literary Devices · Sheet 10 of 36 · Cluster 2 ·
Module M2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Wind turbines use moving air to generate power.

Is this sentence literal or figurative, and why?

- A** figurative, because it compares wind turbines to giant spinning toys
- B** literal, because it explains exactly how wind turbines really make power
- C** figurative, because air cannot really move in the real world
- D** literal, because it uses the word "power" to exaggerate the wind



TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show

⌚ ~4 min

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

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

▶ *Read the passage excerpt and the four choices aloud.*

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ *Give think time. Students choose privately before any discussion.*

ANSWER KEY: The answer is B. Every word means exactly what it says. It is a science fact.

TEKS 4.10(D) · Literary Devices · Sheet 10 of 36 · Cluster 2 · Module M2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is B.

- A** **figurative, because it compares wind turbines to giant spinning toys**
Nothing is compared. The sentence only states a fact.
- B** **literal, because it explains exactly how wind turbines really make power**
Correct. Every word means exactly what it says. It is a science fact.
- C** **figurative, because air cannot really move in the real world**
Air does really move. That is wind, so the words are literal.
- D** **literal, because it uses the word "power" to exaggerate the wind**
It is literal, but nothing is exaggerated.



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

~4 min

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

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

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

“Every word means exactly what it says. It is a science fact.”

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

ANSWER KEY: B is correct.

TEKS 4.10(D) · Literary Devices · Sheet 10 of 36 · Cluster 2 · Module M2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Repetition is when an author repeats a word or phrase on purpose.

Contrast is when the author places two different ideas side by side.

Both devices point the reader toward what the author thinks is important.

THIS WEEK’S DEVICE

Repetition and Contrast

from “The Energy We Use Everyday”

Find how the author uses repetition and contrast in our reading.

This deck teaches **repetition and contrast** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

“This week we are learning about repetition and contrast. Repetition is when an author repeats a word or phrase on purpose.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is The Energy We Use Everyday. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE, CHOOSE, SHOW, OWN, and DEFEND.**

PREP & MATERIALS: the Literary Devices slide deck for Cluster 2 Module M3 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(D) • Literary Devices • Sheet 11 of 36 • Cluster 2 •
Module M3 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what repetition and contrast means in their own words.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice repetition and contrast in the reading."

EXACT TEKS WORDING

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

Notice the repetition and contrast.

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

"Renewable resources can be replenished naturally, while nonrenewable resources provide dependable energy supplies."

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

Grade 4 • Cluster 2 • Literary Devices • Monday



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

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

"Today's thinking job is NOTICE. I can notice repetition and contrast in our reading."

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

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

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

ANSWER KEY: The repetition and contrast is in the words Renewable, while, nonrenewable. The word while sets two kinds of resources side by side so the reader can compare them.

TEKS 4.10(D) • Literary Devices • Sheet 11 of 36 • Cluster 2 •
Module M3 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows repetition and contrast."

EXACT TEKS WORDING

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

Choose the sentence.

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

- A. Unlike solar panels or wind turbines, which depend on weather conditions, coal, oil, and natural gas can be used at any time.
 B. Many homes, businesses, and vehicles rely on these resources every day.
 C. Natural resources are materials found in nature that people use to meet their needs.

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



Grade 4 • Cluster 2 • Literary Devices • Tuesday



TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose the sentence that shows repetition and contrast and explain why."

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

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

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

ANSWER KEY: A. A sets two groups against each other with Unlike. B and C give facts or definitions with no contrast.

TEKS 4.10(D) • Literary Devices • Sheet 11 of 36 • Cluster 2 •
 Module M3 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what repetition and contrast does."

EXACT TEKS WORDING

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

Show what the repetition and contrast does.

What does the repetition and contrast in this sentence help you see, hear, feel, or understand?

"Unlike solar panels or wind turbines, which depend on weather conditions, coal, oil, and natural gas can be used at any time."

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



Grade 4 • Cluster 2 • Literary Devices • Wednesday



TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can explain what repetition and contrast does in the reading."

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

"What does the repetition and contrast in this sentence help you see, hear, feel, or understand?"

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

ANSWER KEY: The contrast shows one big difference: weather matters for some resources but not for others.

TEKS 4.10(D) • Literary Devices • Sheet 11 of 36 • Cluster 2 •
Module M3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used repetition and contrast."

EXACT TEKS WORDING

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

Explain the author's purpose.

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

"Small actions by many people can make a big difference over time."

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



Grade 4 · Cluster 2 · Literary Devices · Thursday



TEACHER SAYS & DOES · SLIDE 5 OF 10 ·
Thursday · OWN · Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can explain why the author chose to use repetition and contrast."

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

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

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

ANSWER KEY: The author uses contrast to help the reader weigh the good and bad sides of each kind of energy.

TEKS 4.10(D) · Literary Devices · Sheet 11 of 36 · Cluster 2 ·
Module M3 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why repetition and contrast matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the repetition and contrast?

"Renewable resources can be replenished naturally, while nonrenewable resources provide dependable energy supplies."

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



Grade 4 • Cluster 2 • Literary Devices • Friday



TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can defend why the author's repetition and contrast matters to the meaning."

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

"How would the meaning change without the repetition and contrast?"

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

ANSWER KEY: Without the repetition and contrast, the reader would lose what Renewable, while, nonrenewable adds. The word while sets two kinds of resources side by side so the reader can compare them.

TEKS 4.10(D) • Literary Devices • Sheet 11 of 36 • Cluster 2 •
Module M3 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find repetition and contrast.

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

Go back to the reading.

Find one more sentence that uses repetition and contrast.

Copy the exact words.

Then explain: What does this repetition and contrast help you see, hear, feel, or understand?

I CAN I can find and explain repetition and contrast in our reading on my own.


TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. On your tracking sheet, find one more example of repetition and contrast in the reading. Copy the exact words.”

▶ Circulate. Ask each student to point to the exact words that prove their answer.

“Copy the exact words, then explain your thinking.”

▶ Note who finds strong examples. Today is practice.

ANSWER KEY: Answers vary. One example: Small actions by many people can make a big difference over time.

TEKS 4.10(D) · Literary Devices · Sheet 11 of 36 · Cluster 2 ·
Module M3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE

The repetition and contrast is in the words Renewable, while, nonrenewable. The word while sets two kinds of resources side by side so the reader can compare them.

CHOOSE

A. A sets two groups against each other with Unlike. B and C give facts or definitions with no contrast.

SHOW

The contrast shows one big difference: weather matters for some resources but not for others.

OWN

The author uses contrast to help the reader weigh the good and bad sides of each kind of energy.

DEFEND

Without the repetition and contrast, the reader would lose what Renewable, while, nonrenewable adds. The word while sets two kinds of resources side by side so the reader can compare them.

YOUR TURN

Answers vary. One example: Small actions by many people can make a big difference over time.



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

⌚ ~4 min

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

“Let us check our work across the five thinking levels.”

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 4.10(D) · Literary Devices · Sheet 11 of 36 · Cluster 2 ·
Module M3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Unlike solar panels or wind turbines, which depend on weather conditions, coal, oil, and natural gas can be used at any time.

Why does the author use the word "Unlike" in this sentence?

- A** to show that solar panels and coal work in exactly the same way
- B** to show that the author dislikes solar panels and wind turbines
- C** to point out a difference between weather-based power and fuels like coal
- D** to show that coal, oil, and natural gas never run out



TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show

~4 min

What You Know

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

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

▶ Read the passage excerpt and the four choices aloud.

"Read all four choices before you decide. Check each one against the exact words in the excerpt."

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is C. "Unlike" signals a contrast between two kinds of energy sources.

TEKS 4.10(D) · Literary Devices · Sheet 11 of 36 · Cluster 2 · Module M3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is C.

- A** to show that solar panels and coal work in exactly the same way
The word shows they are different, not the same.
- B** to show that the author dislikes solar panels and wind turbines
The sentence compares facts. It does not give an opinion.
- C** to point out a difference between weather-based power and fuels like coal
Correct. "Unlike" signals a contrast between two kinds of energy sources.
- D** to show that coal, oil, and natural gas never run out
The sentence says they work any time, not that they never run out.



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

⌚ ~4 min

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

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

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

““Unlike” signals a contrast between two kinds of energy sources.”

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

ANSWER KEY: C is correct.

TEKS 4.10(D) · Literary Devices · Sheet 11 of 36 · Cluster 2 · Module M3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Literal language means exactly what the words say.

Figurative language uses words in an unusual way to compare, exaggerate, or create a picture.

When I read, I ask: Does this mean exactly what it says, or is the author using words in a special way?

THIS WEEK’S DEVICE

Literal and Figurative Language

from “The Energy We Use Everyday”

Find how the author uses literal and figurative language in our reading.

This deck teaches **literal and figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

“This week we are learning about literal and figurative language. Literal language means exactly what the words say.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is The Energy We Use Everyday. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 2 Module M4 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(D) • Literary Devices • Sheet 12 of 36 • Cluster 2 •
Module M4 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what literal and figurative language means in their own words.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can tell if language is literal or figurative."

EXACT TEKS WORDING

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

Literal or figurative?

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

"Natural gas is commonly used for heating homes, cooking food, and producing electricity."

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



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

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

"Today's thinking job is NOTICE. I can tell whether the author's words are literal or figurative."

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

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

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

ANSWER KEY: This is literal. It lists real uses of natural gas.

TEKS 4.10(D) • Literary Devices • Sheet 12 of 36 • Cluster 2 •
Module M4 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can compare sentences from the reading."

EXACT TEKS WORDING

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

Choose the sentence.

All three are literal. Which sentence gives the exact meaning of a word?

- A. Energy efficiency means using less energy to perform the same task.
 B. Natural gas is commonly used for heating homes, cooking food, and producing electricity.
 C. Plastic containers, certain clothing materials, and many household products are made using substances that come from petroleum.

I CAN I can compare sentences and explain my choice.



Grade 4 • Cluster 2 • Literary Devices • Tuesday



TEACHER SAYS & DOES • SLIDE 3 OF 10 •
 Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can compare sentences and explain my choice."

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

"All three are literal. Which sentence gives the exact meaning of a word?"

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

ANSWER KEY: A. All three are literal. A is a definition: it tells exactly what a word means.

TEKS 4.10(D) • Literary Devices • Sheet 12 of 36 • Cluster 2 •
 Module M4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can explain what literal language tells me."

EXACT TEKS WORDING

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

Show what the words tell you.

What exact information does this sentence give the reader?

"Energy efficiency means using less energy to perform the same task."

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



Grade 4 • Cluster 2 • Literary Devices • Wednesday



TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can explain what literal language tells the reader."

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

"What exact information does this sentence give the reader?"

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

ANSWER KEY: This is literal. It is an exact definition.

TEKS 4.10(D) • Literary Devices • Sheet 12 of 36 • Cluster 2 •
Module M4 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used literal language."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use plain, literal words here?

"Plastic containers, certain clothing materials, and many household products are made using substances that come from petroleum."

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



Grade 4 • Cluster 2 • Literary Devices • Thursday



TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can explain why the author chose literal language."

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

"Why does the author use plain, literal words here?"

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

ANSWER KEY: The author uses literal language so readers can learn and trust exact facts and definitions.

TEKS 4.10(D) • Literary Devices • Sheet 12 of 36 • Cluster 2 •
Module M4 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend how literal language fits this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would a figurative version change what the reader understands?

"Natural gas is commonly used for heating homes, cooking food, and producing electricity."

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



Grade 4 • Cluster 2 • Literary Devices • Friday



TEACHER SAYS & DOES • SLIDE 6 OF 10 •

Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can defend why the author's literal language fits the text."

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

"How would a figurative version change what the reader understands?"

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

ANSWER KEY: This is literal. It lists real uses of natural gas.

TEKS 4.10(D) • Literary Devices • Sheet 12 of 36 • Cluster 2 • Module M4 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn: literal or figurative?

On your tracking sheet, find a sentence that is literal, and tell how you know in the reading. Copy the exact words.

Go back to the reading.

Find one sentence that is literal.

Copy the exact words.

Then explain: How do you know it means exactly what it says?

I CAN I can find literal language and explain how I know.


TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. On your tracking sheet, find a sentence that is literal, and tell how you know in the reading. Copy the exact words.”

▶ Circulate. Ask each student to point to the exact words that prove their answer.

“Copy the exact words, then explain your thinking.”

▶ Note who finds strong examples. Today is practice.

ANSWER KEY: Answers vary. Any literal sentence from the reading, such as: Energy efficiency means using less energy to perform the same task.

TEKS 4.10(D) · Literary Devices · Sheet 12 of 36 · Cluster 2 ·
Module M4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE

This is literal. It lists real uses of natural gas.

CHOOSE

A. All three are literal. A is a definition; it tells exactly what a word means.

SHOW

This is literal. It is an exact definition.

OWN

The author uses literal language so readers can learn and trust exact facts and definitions.

DEFEND

This is literal. It lists real uses of natural gas.

YOUR TURN

Answers vary. Any literal sentence from the reading, such as: Energy efficiency means using less energy to perform the same task.



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

⌚ ~4 min

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

“Let us check our work across the five thinking levels.”

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 4.10(D) · Literary Devices · Sheet 12 of 36 · Cluster 2 ·
Module M4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Natural gas is commonly used for heating homes, cooking food, and producing electricity.

How can the reader tell this sentence uses literal language?

- A** It compares natural gas to a cook working in a busy kitchen
- B** It exaggerates how much food natural gas can cook in a day
- C** It gives natural gas human feelings about heating homes
- D** It lists real, everyday uses of natural gas with no comparison



TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show
What You Know

⌚ ~4 min

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

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

▶ *Read the passage excerpt and the four choices aloud.*

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ *Give think time. Students choose privately before any discussion.*

ANSWER KEY: The answer is D. Each use is a true fact, and nothing is compared or exaggerated.

TEKS 4.10(D) · Literary Devices · Sheet 12 of 36 · Cluster 2 ·
Module M4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is **D**.

A

It compares natural gas to a cook working in a busy kitchen

The sentence does not compare natural gas to anything.

B

It exaggerates how much food natural gas can cook in a day

The sentence does not exaggerate. It lists uses.

C

It gives natural gas human feelings about heating homes

Natural gas is not given any feelings in the sentence.

D

It lists real, everyday uses of natural gas with no comparison

Correct. Each use is a true fact, and nothing is compared or exaggerated.



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

~4 min

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

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

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

“Each use is a true fact, and nothing is compared or exaggerated.”

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

ANSWER KEY: D is correct.

TEKS 4.10(D) · Literary Devices · Sheet 12 of 36 · Cluster 2 · Module M4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Imagery is language that uses the senses: sight, sound, touch, taste, and smell. Authors use imagery so I can see, hear, or feel what is happening in the reading. When I find imagery, I ask: Which words help me picture this, and what sense do they use?

THIS WEEK’S DEVICE

Imagery

from “A Lone Star Choice”

Find how the author uses imagery in our reading.

This deck teaches **imagery** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

“This week we are learning about imagery. Imagery is language that uses the senses: sight, sound, touch, taste, and smell.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is A Lone Star Choice. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 3 Module M1 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(D) • Literary Devices • Sheet 13 of 36 • Cluster 3 •
Module M1 • slide 1 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

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

Notice the imagery.

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

"Texas stood beneath wide skies,"

I CAN I can notice imagery in our reading.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

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

"Today's thinking job is NOTICE. I can notice imagery in our reading."

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

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

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

ANSWER KEY: The imagery is in the words wide skies. The words wide skies help the reader picture the huge, open sky over Texas.

TEKS 4.10(D) • Literary Devices • Sheet 13 of 36 • Cluster 3 •
Module M1 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows imagery."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows imagery. Which one?

- A. Leaders talked both day and night,
B. With soldiers marching under open skies.
C. Would laws and leaders stay the same?

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



TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the sentence that shows imagery and explain why."

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

"Only one of these sentences shows imagery. Which one?"

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

ANSWER KEY: B. B paints a picture you can see: soldiers marching under open skies. A and C tell about talking and questions, not what things look like.

TEKS 4.10(D) • Literary Devices • Sheet 13 of 36 • Cluster 3 •
Module M1 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what imagery does."

EXACT TEKS WORDING

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

Show what the imagery does.

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

"With soldiers marching under open skies."

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



Grade 4 • Cluster 3 • Literary Devices • Wednesday



TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can explain what imagery does in the reading."

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

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

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

ANSWER KEY: The reader can see soldiers marching in lines under a big open sky.

TEKS 4.10(D) • Literary Devices • Sheet 13 of 36 • Cluster 3 •
Module M1 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used imagery."

EXACT TEKS WORDING

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

Explain the author's purpose.

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

"Texas stood beneath wide skies,"

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



Grade 4 • Cluster 3 • Literary Devices • Thursday



TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can explain why the author chose to use imagery."

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

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

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

ANSWER KEY: The poet uses imagery so the reader can picture the wide land of Texas and the war that followed.

TEKS 4.10(D) • Literary Devices • Sheet 13 of 36 • Cluster 3 •
Module M1 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why imagery matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the imagery?

"Texas stood beneath wide skies,"

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



Grade 4 • Cluster 3 • Literary Devices • Friday



TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can defend why the author's imagery matters to the meaning."

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

"How would the meaning change without the imagery?"

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

ANSWER KEY: Without the imagery, the reader would lose what wide skies adds. The words wide skies help the reader picture the huge, open sky over Texas.

TEKS 4.10(D) • Literary Devices • Sheet 13 of 36 • Cluster 3 •
Module M1 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find imagery.

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

Go back to the reading.

Find one more sentence that uses imagery.

Copy the exact words.

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

I CAN I can find and explain imagery in our reading on my own.


**TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN**

⌚ ~5 min

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

“Now it is your turn. On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: With soldiers marching under open skies.

TEKS 4.10(D) · Literary Devices · Sheet 13 of 36 · Cluster 3 ·
Module M1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE

The imagery is in the words wide skies. The words wide skies help the reader picture the huge, open sky over Texas.

CHOOSE

B. B paints a picture you can see: soldiers marching under open skies. A and C tell about talking and questions, not what things look like.

SHOW

The reader can see soldiers marching in lines under a big open sky.

OWN

The poet uses imagery so the reader can picture the wide land of Texas and the war that followed.

DEFEND

Without the imagery, the reader would lose what wide skies adds. The words wide skies help the reader picture the huge, open sky over Texas.

YOUR TURN

Answers vary. One example: With soldiers marching under open skies.



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

⌚ ~4 min

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

“Let us check our work across the five thinking levels.”

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 4.10(D) · Literary Devices · Sheet 13 of 36 · Cluster 3 ·
Module M1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

With soldiers marching under open skies.

What does the imagery in this line help the reader picture?

- A** rows of soldiers moving together beneath a big, open sky
- B** leaders talking late at night about joining the U.S.
- C** families reading newspapers inside their quiet homes
- D** neighbors gathering to share opinions in a town hall



TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show
What You Know

⌚ ~4 min

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

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

▶ *Read the passage excerpt and the four choices aloud.*

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ *Give think time. Students choose privately before any discussion.*

ANSWER KEY: The answer is A. "soldiers marching" and "open skies" are sight words that build this picture.

TEKS 4.10(D) · Literary Devices · Sheet 13 of 36 · Cluster 3 ·
Module M1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is A.

A **rows of soldiers moving together beneath a big, open sky**
Correct. "soldiers marching" and "open skies" are sight words that build this picture.

B **leaders talking late at night about joining the U.S.**
Leaders talking is in a different line. This line shows soldiers.

C **families reading newspapers inside their quiet homes**
No homes or newspapers appear in this line.

D **neighbors gathering to share opinions in a town hall**
No neighbors or town hall appear in this line.



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

⌚ ~4 min

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

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

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

““soldiers marching” and “open skies” are sight words that build this picture.”

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

ANSWER KEY: A is correct.

TEKS 4.10(D) · Literary Devices · Sheet 13 of 36 · Cluster 3 · Module M1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Repetition is when an author repeats a word or phrase on purpose.

Contrast is when the author places two different ideas side by side.

Both devices point the reader toward what the author thinks is important.

THIS WEEK’S DEVICE

Repetition and Contrast

from “A Lone Star Choice”

Find how the author uses repetition and contrast in our reading.

This deck teaches **repetition and contrast** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

“This week we are learning about repetition and contrast. Repetition is when an author repeats a word or phrase on purpose.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is A Lone Star Choice. As we read, we will look closely at the author's words.”

▶ Preview the week: NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 3 Module M2 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(D) • Literary Devices • Sheet 14 of 36 • Cluster 3 •
Module M2 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what repetition and contrast means in their own words.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice repetition and contrast in the reading."

EXACT TEKS WORDING

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

Notice the repetition and contrast.

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

"Some were hopeful, while others felt hopeless."

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



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

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

"Today's thinking job is NOTICE. I can notice repetition and contrast in our reading."

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

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

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

ANSWER KEY: The repetition and contrast is in the words hopeful, hopeless. Hopeful and hopeless are opposites, so the contrast shows that Texans did not agree.

TEKS 4.10(D) • Literary Devices • Sheet 14 of 36 • Cluster 3 •
Module M2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows repetition and contrast."

EXACT TEKS WORDING

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

Choose the sentence.

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

- A. Some were hopeful, while others felt hopeless.
 B. In 1845, a change was made,
 C. Citizens tried to understand.

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



TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the sentence that shows repetition and contrast and explain why."

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

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

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

ANSWER KEY: A. A puts hopeful next to its opposite, hopeless. B and C tell events with no contrast.

TEKS 4.10(D) • Literary Devices • Sheet 14 of 36 • Cluster 3 •
 Module M2 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what repetition and contrast does."

EXACT TEKS WORDING

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

Show what the repetition and contrast does.

What does the repetition and contrast in this sentence help you see, hear, feel, or understand?

"Though hopes and concerns were both plenty."

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



Grade 4 • Cluster 3 • Literary Devices • Wednesday



TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can explain what repetition and contrast does in the reading."

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

"What does the repetition and contrast in this sentence help you see, hear, feel, or understand?"

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

ANSWER KEY: Hopes and concerns are opposite feelings placed side by side, showing people were torn about the choice.

TEKS 4.10(D) • Literary Devices • Sheet 14 of 36 • Cluster 3 •
Module M2 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used repetition and contrast."

EXACT TEKS WORDING

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

Explain the author's purpose.

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

"Battles were fought both near and far,"

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



Grade 4 · Cluster 3 · Literary Devices · Thursday



TEACHER SAYS & DOES · SLIDE 5 OF 10 ·
Thursday · OWN · Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can explain why the author chose to use repetition and contrast."

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

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

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

ANSWER KEY: The poet uses contrast so the reader understands that Texans had strong, opposite feelings about joining the U.S.

TEKS 4.10(D) · Literary Devices · Sheet 14 of 36 · Cluster 3 ·
Module M2 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why repetition and contrast matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the repetition and contrast?

"Some were hopeful, while others felt hopeless."

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



Grade 4 • Cluster 3 • Literary Devices • Friday



TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can defend why the author's repetition and contrast matters to the meaning."

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

"How would the meaning change without the repetition and contrast?"

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

ANSWER KEY: Without the repetition and contrast, the reader would lose what hopeful, hopeless adds. Hopeful and hopeless are opposites, so the contrast shows that Texans did not agree.

TEKS 4.10(D) • Literary Devices • Sheet 14 of 36 • Cluster 3 •
Module M2 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find repetition and contrast.

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

Go back to the reading.

Find one more sentence that uses repetition and contrast.

Copy the exact words.

Then explain: What does this repetition and contrast help you see, hear, feel, or understand?

I CAN I can find and explain repetition and contrast in our reading on my own.


TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. On your tracking sheet, find one more example of repetition and contrast in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: Battles were fought both near and far,

TEKS 4.10(D) · Literary Devices · Sheet 14 of 36 · Cluster 3 ·
Module M2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE

The repetition and contrast is in the words hopeful, hopeless. Hopeful and hopeless are opposites, so the contrast shows that Texans did not agree.

CHOOSE

A. A puts hopeful next to its opposite, hopeless. B and C tell events with no contrast.

SHOW

Hopes and concerns are opposite feelings placed side by side, showing people were torn about the choice.

OWN

The poet uses contrast so the reader understands that Texans had strong, opposite feelings about joining the U.S.

DEFEND

Without the repetition and contrast, the reader would lose what hopeful, hopeless adds. Hopeful and hopeless are opposites, so the contrast shows that Texans did not agree.

YOUR TURN

Answers vary. One example: Battles were fought both near and far,



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

⌚ ~4 min

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

“Let us check our work across the five thinking levels.”

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 4.10(D) · Literary Devices · Sheet 14 of 36 · Cluster 3 ·
Module M2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Some were hopeful, while others felt hopeless.

Why does the poet place "hopeful" and "hopeless" in the same line?

- A** to show that everyone in Texas felt the same about the choice
- B** to show that people had opposite feelings about the choice
- C** to show that the leaders talked about hope all day and night
- D** to show that Texas had already won the war with Mexico



TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show

~4 min

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

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

▶ Read the passage excerpt and the four choices aloud.

"Read all four choices before you decide. Check each one against the exact words in the excerpt."

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is B. The contrast shows that Texans did not all feel the same way.

TEKS 4.10(D) · Literary Devices · Sheet 14 of 36 · Cluster 3 · Module M2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is **B**.

A to show that everyone in Texas felt the same about the choice
The words are opposites, so people did not feel the same.

B to show that people had opposite feelings about the choice
Correct. The contrast shows that Texans did not all feel the same way.

C to show that the leaders talked about hope all day and night
The line compares feelings. It is not about how long leaders talked.

D to show that Texas had already won the war with Mexico
The line is about feelings before the choice, not the war.



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

⌚ ~4 min

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

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

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

“The contrast shows that Texans did not all feel the same way.”

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

ANSWER KEY: B is correct.

TEKS 4.10(D) · Literary Devices · Sheet 14 of 36 · Cluster 3 · Module M2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Alliteration repeats the same beginning consonant sound in words close together.

Authors use it to make language catchy, musical, and easy to remember.

When I find alliteration, I ask: Which sound repeats, and what does it draw my attention to?

THIS WEEK’S DEVICE

Alliteration

from “A Lone Star Choice”

Find how the author uses alliteration in our reading.

This deck teaches **alliteration** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

“This week we are learning about alliteration.

Alliteration repeats the same beginning consonant sound in words close together.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is A Lone Star Choice. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 3 Module M3 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(D) • Literary Devices • Sheet 15 of 36 • Cluster 3 •
Module M3 • slide 1 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may count small words like the or and.
Alliteration uses the first sound of important words.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice alliteration in the reading."

EXACT TEKS WORDING

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

Notice the alliteration.

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

"Would laws and leaders stay the same?"

I CAN I can notice alliteration in our reading.

Grade 4 • Cluster 3 • Literary Devices • Monday



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

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

"Today's thinking job is NOTICE. I can notice alliteration in our reading."

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

"Read this sentence from the reading. Find the words that show alliteration."

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

ANSWER KEY: The alliteration is in the words laws, leaders. Laws and leaders both begin with the l sound. The repeated sound makes the question stand out.

TEKS 4.10(D) • Literary Devices • Sheet 15 of 36 • Cluster 3 •
Module M3 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may count small words like the or and. Alliteration uses the first sound of important words.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows alliteration."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows alliteration. Which one?

- A. In 1845, a change was made,
B. Would laws and leaders stay the same?
C. Citizens tried to understand.

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



Grade 4 • Cluster 3 • Literary Devices • Tuesday



TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the sentence that shows alliteration and explain why."

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

"Only one of these sentences shows alliteration. Which one?"

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

ANSWER KEY: B. B repeats the l sound at the start of laws and leaders. A and C do not repeat a beginning sound in nearby words.

TEKS 4.10(D) • Literary Devices • Sheet 15 of 36 • Cluster 3 •
Module M3 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may count small words like the or and. Alliteration uses the first sound of important words.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what alliteration does."

EXACT TEKS WORDING

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

Show what the alliteration does.

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

"Its story still helps people see"

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



Grade 4 • Cluster 3 • Literary Devices • Wednesday



TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can explain what alliteration does in the reading."

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

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

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

ANSWER KEY: Story and still both begin with the st sound, which makes the line flow smoothly.

TEKS 4.10(D) • Literary Devices • Sheet 15 of 36 • Cluster 3 •
Module M3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may count small words like the or and. Alliteration uses the first sound of important words.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used alliteration."

EXACT TEKS WORDING

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

Explain the author's purpose.

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

"Would laws and leaders stay the same?"

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



Grade 4 • Cluster 3 • Literary Devices • Thursday



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • OWN • Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can explain why the author chose to use alliteration."

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

"Why does the author use alliteration here instead of plain words?"

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

ANSWER KEY: The poet uses alliteration to make an important question sound musical and easy to remember.

TEKS 4.10(D) • Literary Devices • Sheet 15 of 36 • Cluster 3 •
Module M3 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may count small words like the or and. Alliteration uses the first sound of important words.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why alliteration matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the alliteration?

"Would laws and leaders stay the same?"

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

Grade 4 • Cluster 3 • Literary Devices • Friday



TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can defend why the author's alliteration matters to the meaning."

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

"How would the meaning change without the alliteration?"

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

ANSWER KEY: Without the alliteration, the reader would lose what laws, leaders adds. Laws and leaders both begin with the l sound. The repeated sound makes the question stand out.

TEKS 4.10(D) • Literary Devices • Sheet 15 of 36 • Cluster 3 •
Module M3 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may count small words like the or and. Alliteration uses the first sound of important words.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find alliteration.

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

Go back to the reading.

Find one more sentence that uses alliteration.

Copy the exact words.

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

I CAN I can find and explain alliteration in our reading on my own.


TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. On your tracking sheet, find one more example of alliteration in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: Its story still helps people see

TEKS 4.10(D) · Literary Devices · Sheet 15 of 36 · Cluster 3 ·
Module M3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may count small words like the or and. Alliteration uses the first sound of important words.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE

The alliteration is in the words laws, leaders. Laws and leaders both begin with the l sound. The repeated sound makes the question stand out.

CHOOSE

B. B repeats the l sound at the start of laws and leaders. A and C do not repeat a beginning sound in nearby words.

SHOW

Story and still both begin with the st sound, which makes the line flow smoothly.

OWN

The poet uses alliteration to make an important question sound musical and easy to remember.

DEFEND

Without the alliteration, the reader would lose what laws, leaders adds. Laws and leaders both begin with the l sound. The repeated sound makes the question stand out.

YOUR TURN

Answers vary. One example: Its story still helps people see



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

⌚ ~4 min

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

“Let us check our work across the five thinking levels.”

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 4.10(D) · Literary Devices · Sheet 15 of 36 · Cluster 3 ·
Module M3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Would laws and leaders stay the same?

Which sound device appears in the words "laws and leaders"?

- A** onomatopoeia, because the words imitate the sound of voting
- B** simile, because the line compares laws to leaders using like
- C** alliteration, because both words begin with the same l sound
- D** hyperbole, because the line exaggerates how many leaders there were



TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

⌚ ~4 min

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

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

▶ Read the passage excerpt and the four choices aloud.

"Read all four choices before you decide. Check each one against the exact words in the excerpt."

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is C. Laws and leaders repeat the same beginning sound.

TEKS 4.10(D) · Literary Devices · Sheet 15 of 36 · Cluster 3 · Module M3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is C.

- A onomatopoeia, because the words imitate the sound of voting**
These words do not imitate any sound.
- B simile, because the line compares laws to leaders using like**
There is no like or as, and nothing is compared.
- C alliteration, because both words begin with the same l sound**
Correct. Laws and leaders repeat the same beginning sound.
- D hyperbole, because the line exaggerates how many leaders there were**
Nothing is exaggerated in the line.



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

⌚ ~4 min

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

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

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

“Laws and leaders repeat the same beginning sound.”

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

ANSWER KEY: C is correct.

TEKS 4.10(D) · Literary Devices · Sheet 15 of 36 · Cluster 3 · Module M3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Literal language means exactly what the words say.

Figurative language uses words in an unusual way to compare, exaggerate, or create a picture.

When I read, I ask: Does this mean exactly what it says, or is the author using words in a special way?

THIS WEEK’S DEVICE

Literal and Figurative Language

from “A Lone Star Choice”

Find how the author uses literal and figurative language in our reading.

This deck teaches **literal and figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

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

“This week we are learning about literal and figurative language. Literal language means exactly what the words say.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is A Lone Star Choice. As we read, we will look closely at the author's words.”

▶ Preview the week: NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 3 Module M4 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(D) • Literary Devices • Sheet 16 of 36 • Cluster 3 •
Module M4 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what literal and figurative language means in their own words.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can tell if language is literal or figurative."

EXACT TEKS WORDING

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

Literal or figurative?

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

"In 1845, a change was made,"

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



TEACHER SAYS & DOES • SLIDE 2 OF 10 •
Monday • NOTICE • Foundational

⌚ ~4 min

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

"Today's thinking job is NOTICE. I can tell whether the author's words are literal or figurative."

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

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

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

ANSWER KEY: This line is literal. It tells a real event in a real year.

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can compare sentences from the reading."

EXACT TEKS WORDING

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

Choose the sentence.

All three lines are literal. Which one tells a result of the war?

- A. The U.S. gained land across the West,
 B. Some were hopeful, while others felt hopeless.
 C. Newspapers printed thoughts and news,

I CAN I can compare sentences and explain my choice.



Grade 4 • Cluster 3 • Literary Devices • Tuesday



TEACHER SAYS & DOES • SLIDE 3 OF 10 •
 Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can compare sentences and explain my choice."

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

"All three lines are literal. Which one tells a result of the war?"

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

ANSWER KEY: A. All three are literal. A tells a real result of the war: land gained in the West.

TEKS 4.10(D) • Literary Devices • Sheet 16 of 36 • Cluster 3 •
 Module M4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can explain what literal language tells me."

EXACT TEKS WORDING

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

Show what the words tell you.

What exact information does this sentence give the reader?

"The U.S. gained land across the West,"

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



Grade 4 • Cluster 3 • Literary Devices • Wednesday



TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can explain what literal language tells the reader."

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

"What exact information does this sentence give the reader?"

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

ANSWER KEY: This is literal. The United States really did gain land in the West.

TEKS 4.10(D) • Literary Devices • Sheet 16 of 36 • Cluster 3 •
Module M4 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used literal language."

EXACT TEKS WORDING

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

Explain the author's purpose.

Why does the author use plain, literal words here?

"Newspapers printed thoughts and news,"

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



Grade 4 · Cluster 3 · Literary Devices · Thursday



TEACHER SAYS & DOES · SLIDE 5 OF 10 ·
Thursday · OWN · Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can explain why the author chose literal language."

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

"Why does the author use plain, literal words here?"

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

ANSWER KEY: The poet uses literal language so the reader learns true facts about Texas history inside the poem.

TEKS 4.10(D) · Literary Devices · Sheet 16 of 36 · Cluster 3 ·
Module M4 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend how literal language fits this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would a figurative version change what the reader understands?

"In 1845, a change was made,"

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



Grade 4 • Cluster 3 • Literary Devices • Friday



TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can defend why the author's literal language fits the text."

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

"How would a figurative version change what the reader understands?"

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

ANSWER KEY: This line is literal. It tells a real event in a real year.

TEKS 4.10(D) • Literary Devices • Sheet 16 of 36 • Cluster 3 •
Module M4 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn: literal or figurative?

On your tracking sheet, find a sentence that is literal, and tell how you know in the reading. Copy the exact words.

Go back to the reading.

Find one sentence that is literal.

Copy the exact words.

Then explain: How do you know it means exactly what it says?

I CAN I can find literal language and explain how I know.


TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. On your tracking sheet, find a sentence that is literal, and tell how you know in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. Any literal sentence from the reading, such as: The U.S. gained land across the West,

TEKS 4.10(D) · Literary Devices · Sheet 16 of 36 · Cluster 3 ·
Module M4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE

This line is literal. It tells a real event in a real year.

CHOOSE

A. All three are literal. A tells a real result of the war: land gained in the West.

SHOW

This is literal. The United States really did gain land in the West.

OWN

The poet uses literal language so the reader learns true facts about Texas history inside the poem.

DEFEND

This line is literal. It tells a real event in a real year.

YOUR TURN

Answers vary. Any literal sentence from the reading, such as: The U.S. gained land across the West,



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

⌚ ~4 min

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

“Let us check our work across the five thinking levels.”

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 4.10(D) · Literary Devices · Sheet 16 of 36 · Cluster 3 ·
Module M4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

The U.S. gained land across the West,

Is this line from the poem literal or figurative, and why?

- A** figurative, because it compares the land to a prize in a game
- B** figurative, because a country cannot really gain any land
- C** literal, because the word "West" makes a sound like the wind
- D** literal, because the United States really did gain land in the West



TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show

~4 min

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

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

▶ *Read the passage excerpt and the four choices aloud.*

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ *Give think time. Students choose privately before any discussion.*

ANSWER KEY: The answer is D. The line means exactly what it says. It is a fact from history.

TEKS 4.10(D) · Literary Devices · Sheet 16 of 36 · Cluster 3 · Module M4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is **D**.

- A** **figurative, because it compares the land to a prize in a game**
Nothing is compared in the line. It states a fact.
- B** **figurative, because a country cannot really gain any land**
Countries can gain land. The words are literal.
- C** **literal, because the word "West" makes a sound like the wind**
It is literal, but West does not imitate a sound.
- D** **literal, because the United States really did gain land in the West**
Correct. The line means exactly what it says. It is a fact from history.



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

⌚ ~4 min

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

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

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

“The line means exactly what it says. It is a fact from history.”

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

ANSWER KEY: D is correct.

TEKS 4.10(D) · Literary Devices · Sheet 16 of 36 · Cluster 3 · Module M4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Imagery is language that uses the senses: sight, sound, touch, taste, and smell. Authors use imagery so I can see, hear, or feel what is happening in the reading. When I find imagery, I ask: Which words help me picture this, and what sense do they use?

THIS WEEK’S DEVICE**Imagery**

from “The Wealth of Mansa Musa”

Find how the author uses imagery in our reading.

This deck teaches **imagery** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.


TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

~5 min

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

“This week we are learning about imagery. Imagery is language that uses the senses: sight, sound, touch, taste, and smell.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is The Wealth of Mansa Musa. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE, CHOOSE, SHOW, OWN, and DEFEND.**

PREP & MATERIALS: the Literary Devices slide deck for Cluster 4 Module M1 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(D) • Literary Devices • Sheet 17 of 36 • Cluster 4 •
Module M1 • slide 1 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

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

Notice the imagery.

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

"The desert was hot during the day and cold at night, so the journey was not easy."

I CAN I can notice imagery in our reading.

Grade 4 • Cluster 4 • Literary Devices • Monday



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

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

"Today's thinking job is NOTICE. I can notice imagery in our reading."

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

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

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

ANSWER KEY: The imagery is in the words hot, cold. Hot and cold help the reader feel the harsh desert temperatures.

TEKS 4.10(D) • Literary Devices • Sheet 17 of 36 • Cluster 4 •
Module M1 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows imagery."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows imagery. Which one?

- A. Gold was one of Mali's greatest natural resources.
 B. Even with good planning, strong winds, blowing sand, and extreme temperatures could make every trip challenging.
 C. He became king in the early 1300s and is often remembered as one of the richest people in history.

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



TEACHER SAYS & DOES • SLIDE 3 OF 10 •
 Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the sentence that shows imagery and explain why."

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

"Only one of these sentences shows imagery. Which one?"

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

ANSWER KEY: B. B lets the reader feel wind and see blowing sand. A and C give facts with no sensory details.

TEKS 4.10(D) • Literary Devices • Sheet 17 of 36 • Cluster 4 •
 Module M1 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what imagery does."

EXACT TEKS WORDING

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

Show what the imagery does.

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

"Even with good planning, strong winds, blowing sand, and extreme temperatures could make every trip challenging."

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



Grade 4 • Cluster 4 • Literary Devices • Wednesday



TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can explain what imagery does in the reading."

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

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

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

ANSWER KEY: The reader can feel the wind and see sand blowing across the desert.

TEKS 4.10(D) • Literary Devices • Sheet 17 of 36 • Cluster 4 •
Module M1 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used imagery."

EXACT TEKS WORDING

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

Explain the author's purpose.

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

"The sounds of conversations, animals, and trading filled the air throughout the day."

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



Grade 4 • Cluster 4 • Literary Devices • Thursday



TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can explain why the author chose to use imagery."

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

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

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

ANSWER KEY: The author uses imagery so the reader understands how hard and uncomfortable desert travel was.

TEKS 4.10(D) • Literary Devices • Sheet 17 of 36 • Cluster 4 •
Module M1 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why imagery matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the imagery?

"The desert was hot during the day and cold at night, so the journey was not easy."

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



Grade 4 • Cluster 4 • Literary Devices • Friday



TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can defend why the author's imagery matters to the meaning."

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

"How would the meaning change without the imagery?"

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

ANSWER KEY: Without the imagery, the reader would lose what hot, cold adds. Hot and cold help the reader feel the harsh desert temperatures.

TEKS 4.10(D) • Literary Devices • Sheet 17 of 36 • Cluster 4 •
Module M1 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find imagery.

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

Go back to the reading.

Find one more sentence that uses imagery.

Copy the exact words.

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

I CAN I can find and explain imagery in our reading on my own.


TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

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

“Now it is your turn. On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: The sounds of conversations, animals, and trading filled the air throughout the day.

TEKS 4.10(D) · Literary Devices · Sheet 17 of 36 · Cluster 4 ·
Module M1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE

The imagery is in the words hot, cold. Hot and cold help the reader feel the harsh desert temperatures.

CHOOSE

B. B lets the reader feel wind and see blowing sand. A and C give facts with no sensory details.

SHOW

The reader can feel the wind and see sand blowing across the desert.

OWN

The author uses imagery so the reader understands how hard and uncomfortable desert travel was.

DEFEND

Without the imagery, the reader would lose what hot, cold adds. Hot and cold help the reader feel the harsh desert temperatures.

YOUR TURN

Answers vary. One example: The sounds of conversations, animals, and trading filled the air throughout the day.



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

⌚ ~4 min

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

“Let us check our work across the five thinking levels.”

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 4.10(D) · Literary Devices · Sheet 17 of 36 · Cluster 4 ·
Module M1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Even with good planning, strong winds, blowing sand, and extreme temperatures could make every trip challenging.

What does the imagery in this sentence help the reader understand?

- A** how difficult and uncomfortable it was to cross the desert
- B** how much gold the merchants carried on each trip
- C** how the merchants planned their routes using maps
- D** how fast camels could walk across the Sahara



TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show
What You Know

⌚ ~4 min

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

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

▶ *Read the passage excerpt and the four choices aloud.*

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ *Give think time. Students choose privately before any discussion.*

ANSWER KEY: The answer is A. "strong winds" and "blowing sand" let the reader feel how hard the trip was.

TEKS 4.10(D) · Literary Devices · Sheet 17 of 36 · Cluster 4 ·
Module M1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is **A**.

A **how difficult and uncomfortable it was to cross the desert**
Correct. "strong winds" and "blowing sand" let the reader feel how hard the trip was.

B **how much gold the merchants carried on each trip**
The sentence does not mention gold.

C **how the merchants planned their routes using maps**
Planning is mentioned, but the imagery shows the harsh weather.

D **how fast camels could walk across the Sahara**
The sentence does not describe camel speed.



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

⌚ ~4 min

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

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

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

““strong winds” and “blowing sand” let the reader feel how hard the trip was.”

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

ANSWER KEY: A is correct.

TEKS 4.10(D) · Literary Devices · Sheet 17 of 36 · Cluster 4 · Module M1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

An idiom is a common phrase whose meaning is different from its exact words.

Authors use idioms to sound natural and to say a lot in a few words.

When I find an idiom, I ask: What do these words really mean here?

THIS WEEK’S DEVICE**Idiom**

from “The Wealth of Mansa Musa”

Find how the author uses idiom in our reading.

This deck teaches **idiom** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.


TEACHER SAYS & DOES • SLIDE 1 OF 10 •
 Introduce the Week

~5 min

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

“This week we are learning about idiom. An idiom is a common phrase whose meaning is different from its exact words.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is The Wealth of Mansa Musa. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 4 Module M2 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(D) • Literary Devices • Sheet 18 of 36 • Cluster 4 •
Module M2 • slide 1 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice idiom in the reading."

EXACT TEKS WORDING

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

Notice the idiom.

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

"Students worked hard because education opened doors to new opportunities."

I CAN I can notice idiom in our reading.

Grade 4 • Cluster 4 • Literary Devices • Monday



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

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

"Today's thinking job is NOTICE. I can notice idiom in our reading."

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

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

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

ANSWER KEY: The idiom is in the words opened doors. Opened doors is an idiom. Education did not open real doors; it gave students new chances.

TEKS 4.10(D) • Literary Devices • Sheet 18 of 36 • Cluster 4 •
Module M2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows idiom."

EXACT TEKS WORDING

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

Choose the sentence.

Only one of these sentences shows idiom. Which one?

- A. Libraries in Timbuktu became famous because they stored thousands of handwritten books.
 B. Mansa Musa traveled with a large group that included family members, soldiers, workers, servants, merchants, and guides.
 C. Students worked hard because education opened doors to new opportunities.

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

Grade 4 • Cluster 4 • Literary Devices • Tuesday



TEACHER SAYS & DOES • SLIDE 3 OF 10 •
 Tuesday • CHOOSE • Developing

⌚ ~4 min

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

"Today's thinking job is CHOOSE. I can choose the sentence that shows idiom and explain why."

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

"Only one of these sentences shows idiom. Which one?"

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

ANSWER KEY: C. C uses the idiom opened doors, which does not mean real doors. A and B mean exactly what they say.

TEKS 4.10(D) • Literary Devices • Sheet 18 of 36 • Cluster 4 •
 Module M2 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what idiom does."

EXACT TEKS WORDING

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

Show what the idiom does.

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

"Although stories sometimes became larger than life as they spread, they helped introduce many people to the kingdom of Mali."

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



Grade 4 • Cluster 4 • Literary Devices • Wednesday



TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

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

"Today's thinking job is SHOW. I can explain what idiom does in the reading."

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

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

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

ANSWER KEY: Larger than life is an idiom that means more amazing than what really happened.

TEKS 4.10(D) • Literary Devices • Sheet 18 of 36 • Cluster 4 •
Module M2 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used idiom."

EXACT TEKS WORDING

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

Explain the author's purpose.

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

"Students worked hard because education opened doors to new opportunities."

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



Grade 4 • Cluster 4 • Literary Devices • Thursday



TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

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

"Today's thinking job is OWN. I can explain why the author chose to use idiom."

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

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

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

ANSWER KEY: The author uses idioms to show the big value of learning and fame in familiar, memorable words.

TEKS 4.10(D) • Literary Devices • Sheet 18 of 36 • Cluster 4 •
Module M2 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why idiom matters in this text."

EXACT TEKS WORDING

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

Defend the author's choice.

How would the meaning change without the idiom?

"Students worked hard because education opened doors to new opportunities."

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

Grade 4 • Cluster 4 • Literary Devices • Friday



TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can defend why the author's idiom matters to the meaning."

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

"How would the meaning change without the idiom?"

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

ANSWER KEY: Without the idiom, the reader would lose what opened doors adds. Opened doors is an idiom. Education did not open real doors; it gave students new chances.

TEKS 4.10(D) • Literary Devices • Sheet 18 of 36 • Cluster 4 •
Module M2 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find idiom.

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

Go back to the reading.

Find one more sentence that uses idiom.

Copy the exact words.

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

I CAN I can find and explain idiom in our reading on my own.


TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn. On your tracking sheet, find one more example of idiom in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: Although stories sometimes became larger than life as they spread, they helped introduce many people to the kingdom of Mali.

TEKS 4.10(D) · Literary Devices · Sheet 18 of 36 · Cluster 4 ·
Module M2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may read an idiom word for word. Ask what the whole phrase means together.

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

Answers, across the five thinking levels.**NOTICE**

The idiom is in the words opened doors. Opened doors is an idiom. Education did not open real doors; it gave students new chances.

CHOOSE

C. C uses the idiom opened doors, which does not mean real doors. A and B mean exactly what they say.

SHOW

Larger than life is an idiom that means more amazing than what really happened.

OWN

The author uses idioms to show the big value of learning and fame in familiar, memorable words.

DEFEND

Without the idiom, the reader would lose what opened doors adds. Opened doors is an idiom. Education did not open real doors; it gave students new chances.

YOUR TURN

Answers vary. One example: Although stories sometimes became larger than life as they spread, they helped introduce many people to the kingdom of Mali.


TEACHER SAYS & DOES · SLIDE 8 OF 10 ·
Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let us check our work across the five thinking levels.”

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 4.10(D) · Literary Devices · Sheet 18 of 36 · Cluster 4 ·
Module M2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Although stories sometimes became larger than life as they spread, they helped introduce many people to the kingdom of Mali.

What does the idiom "larger than life" mean in this sentence?

- A the stories were written in very big letters on large pages
- B the stories became more amazing than what really happened
- C the stories were only about giants and very tall people
- D the stories were shorter each time someone told them again



TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show
What You Know

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▶ Read the passage excerpt and the four choices aloud.

"Read all four choices before you decide. Check each one against the exact words in the excerpt."

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is B. "larger than life" means exaggerated or more impressive than the truth.

TEKS 4.10(D) · Literary Devices · Sheet 18 of 36 · Cluster 4 ·
Module M2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is B.

- A** the stories were written in very big letters on large pages
This is a literal reading of the words, not the idiom's meaning.
- B** the stories became more amazing than what really happened
Correct. "larger than life" means exaggerated or more impressive than the truth.
- C** the stories were only about giants and very tall people
The idiom does not refer to real size.
- D** the stories were shorter each time someone told them again
The idiom means the stories grew, not shrank.



TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B. The most important part is understanding why.”

▶ *Reveal each choice and its explanation. Spend time on the wrong answers.*

“"larger than life" means exaggerated or more impressive than the truth.”

▶ *Have students write one sentence in their own words explaining why B is correct.*

ANSWER KEY: B is correct.

TEKS 4.10(D) · Literary Devices · Sheet 18 of 36 · Cluster 4 · Module M2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Imagery is language that uses the senses: sight, sound, touch, taste, and smell. Authors use imagery so I can see, hear, or feel what is happening in the reading. When I find imagery, I ask: Which words help me picture this, and what sense do they use?

THIS WEEK’S DEVICE**Imagery**

from “The Wealth of Mansa Musa”

Find how the author uses imagery in our reading.

This deck teaches **imagery** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.


TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning about imagery. Imagery is language that uses the senses: sight, sound, touch, taste, and smell.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is The Wealth of Mansa Musa. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE, CHOOSE, SHOW, OWN, and DEFEND.**

PREP & MATERIALS: the Literary Devices slide deck for Cluster 4 Module M3 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(D) • Literary Devices • Sheet 19 of 36 • Cluster 4 •
Module M3 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what imagery means in their own words.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Notice the imagery.

Read this sentence from the reading. Find the words that show imagery.

"Merchants filled the marketplaces with colorful goods from many different places."

I CAN I can notice imagery in our reading.

Grade 4 • Cluster 4 • Literary Devices • Monday



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice imagery in our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show imagery."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The imagery is in the words colorful goods. The word colorful helps the reader picture bright goods piled in the market.

TEKS 4.10(D) • Literary Devices • Sheet 19 of 36 • Cluster 4 •
Module M3 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows imagery."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Choose the sentence.

Only one of these sentences shows imagery. Which one?

- A. The sounds of conversations, animals, and trading filled the air throughout the day.
 B. Many families believed that education could help improve a person's future.
 C. Every group played an important role in Mali's success.

I CAN I can choose the sentence that shows imagery and explain why.



TEACHER SAYS & DOES • SLIDE 3 OF 10 •
 Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the sentence that shows imagery and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows imagery. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: A. A lets the reader hear the market. B and C state ideas with no sensory words.

TEKS 4.10(D) • Literary Devices • Sheet 19 of 36 • Cluster 4 •
 Module M3 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what imagery does."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Show what the imagery does.

What does the imagery in this sentence help you see, hear, feel, or understand?

"The sounds of conversations, animals, and trading filled the air throughout the day."

I CAN I can explain what imagery does in the reading.



Grade 4 • Cluster 4 • Literary Devices • Wednesday



TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what imagery does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the imagery in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: The reader can hear voices, animals, and bargaining all at once.

TEKS 4.10(D) • Literary Devices • Sheet 19 of 36 • Cluster 4 •
Module M3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used imagery."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Explain the author's purpose.

Why does the author use imagery here instead of plain words?

"Traders traveled across the hot Sahara Desert carrying gold and salt, which were very valuable."

I CAN I can explain why the author chose to use imagery.



Grade 4 • Cluster 4 • Literary Devices • Thursday



TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain why the author chose to use imagery."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use imagery here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses imagery so the reader can experience the busy, lively markets of Timbuktu.

TEKS 4.10(D) • Literary Devices • Sheet 19 of 36 • Cluster 4 •
Module M3 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND**"I can defend why imagery matters in this text."****EXACT TEKS WORDING***"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"***Defend the author's choice.**

How would the meaning change without the imagery?

"Merchants filled the marketplaces with colorful goods from many different places."**I CAN** I can defend why the author's imagery matters to the meaning.

Grade 4 • Cluster 4 • Literary Devices • Friday

**TEACHER SAYS & DOES • SLIDE 6 OF 10 •**
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend why the author's imagery matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the imagery?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the imagery, the reader would lose what colorful goods adds. The word colorful helps the reader picture bright goods piled in the market.TEKS 4.10(D) • Literary Devices • Sheet 19 of 36 • Cluster 4 •
Module M3 • slide 6 of 10**CHECK FOR UNDERSTANDING**

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find imagery.

On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses imagery.

Copy the exact words.

Then explain: What does this imagery help you see, hear, feel, or understand?

I CAN I can find and explain imagery in our reading on my own.


TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn. On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: Traders traveled across the hot Sahara Desert carrying gold and salt, which were very valuable.

TEKS 4.10(D) · Literary Devices · Sheet 19 of 36 · Cluster 4 ·
Module M3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

Answers, across the five thinking levels.**NOTICE**

The imagery is in the words colorful goods. The word colorful helps the reader picture bright goods piled in the market.

CHOOSE

A. A lets the reader hear the market. B and C state ideas with no sensory words.

SHOW

The reader can hear voices, animals, and bargaining all at once.

OWN

The author uses imagery so the reader can experience the busy, lively markets of Timbuktu.

DEFEND

Without the imagery, the reader would lose what colorful goods adds. The word colorful helps the reader picture bright goods piled in the market.

YOUR TURN

Answers vary. One example: Traders traveled across the hot Sahara Desert carrying gold and salt, which were very valuable.


TEACHER SAYS & DOES · SLIDE 8 OF 10 ·
Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let us check our work across the five thinking levels.”

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 4.10(D) · Literary Devices · Sheet 19 of 36 · Cluster 4 ·
Module M3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

The sounds of conversations, animals, and trading filled the air throughout the day.

Which sense does the author use most in this sentence?

- A** taste, because it describes the spices people sold in the market
- B** touch, because it describes the heat of the desert air
- C** hearing, because it describes the noises of people, animals, and trading
- D** smell, because it describes the animals that lived in the city



TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show
What You Know

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, the kind you see on the state assessment.”

▶ *Read the passage excerpt and the four choices aloud.*

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ *Give think time. Students choose privately before any discussion.*

ANSWER KEY: The answer is C. The word "sounds" and the list of noises help the reader hear the market.

TEKS 4.10(D) · Literary Devices · Sheet 19 of 36 · Cluster 4 ·
Module M3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is C.

- A taste, because it describes the spices people sold in the market**
Spices are not in this sentence. It is about sounds.
- B touch, because it describes the heat of the desert air**
The sentence does not mention heat.
- C hearing, because it describes the noises of people, animals, and trading**
Correct. The word "sounds" and the list of noises help the reader hear the market.
- D smell, because it describes the animals that lived in the city**
Animals are named as a sound, not a smell.



TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is C. The most important part is understanding why.”

▶ *Reveal each choice and its explanation. Spend time on the wrong answers.*

“The word "sounds" and the list of noises help the reader hear the market.”

▶ *Have students write one sentence in their own words explaining why C is correct.*

ANSWER KEY: C is correct.

TEKS 4.10(D) · Literary Devices · Sheet 19 of 36 · Cluster 4 · Module M3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Repetition is when an author repeats a word or phrase on purpose.

Contrast is when the author places two different ideas side by side.

Both devices point the reader toward what the author thinks is important.

THIS WEEK’S DEVICE

Repetition and Contrast

from “The Wealth of Mansa Musa”

Find how the author uses repetition and contrast in our reading.

This deck teaches **repetition and contrast** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning about repetition and contrast. Repetition is when an author repeats a word or phrase on purpose.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is The Wealth of Mansa Musa. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE, CHOOSE, SHOW, OWN, and DEFEND.**

PREP & MATERIALS: the Literary Devices slide deck for Cluster 4 Module M4 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(D) • Literary Devices • Sheet 20 of 36 • Cluster 4 •
Module M4 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what repetition and contrast means in their own words.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice repetition and contrast in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Notice the repetition and contrast.

Read this sentence from the reading. Find the words that show repetition and contrast.

"Some places had plenty of gold but very little salt, while other places had large salt mines but little gold."

I CAN I can notice repetition and contrast in our reading.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice repetition and contrast in our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show repetition and contrast."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The repetition and contrast is in the words plenty of gold but very little salt, large salt mines but little gold. The contrast shows why places needed each other and why trade was useful.

TEKS 4.10(D) • Literary Devices • Sheet 20 of 36 • Cluster 4 •
Module M4 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows repetition and contrast."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Choose the sentence.

Only one of these sentences shows repetition and contrast. Which one?

- A. Merchants depended on safe roads and trustworthy trading partners. Students depended on teachers, and teachers depended on people who carefully copied books by hand.**
- B. One of the most famous cities was Timbuktu.**
- C. Planning such a large trip required careful organization.**

I CAN I can choose the sentence that shows repetition and contrast and explain why.



Grade 4 • Cluster 4 • Literary Devices • Tuesday



TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the sentence that shows repetition and contrast and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows repetition and contrast. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: A. A repeats depended on three times on purpose. B and C are single facts with no repetition.

TEKS 4.10(D) • Literary Devices • Sheet 20 of 36 • Cluster 4 •
 Module M4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what repetition and contrast does."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Show what the repetition and contrast does.

What does the repetition and contrast in this sentence help you see, hear, feel, or understand?

"Merchants depended on safe roads and trustworthy trading partners. Students depended on teachers, and teachers depended on people who carefully copied books by hand."

I CAN I can explain what repetition and contrast does in the reading.



Grade 4 • Cluster 4 • Literary Devices • Wednesday



TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what repetition and contrast does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the repetition and contrast in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: Repeating depended on shows that every group in Mali needed another group.

TEKS 4.10(D) • Literary Devices • Sheet 20 of 36 • Cluster 4 •
Module M4 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used repetition and contrast."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Explain the author's purpose.

Why does the author use repetition and contrast here instead of plain words?

"Some mined gold, while others cut large blocks of salt from the ground."

I CAN I can explain why the author chose to use repetition and contrast.



Grade 4 · Cluster 4 · Literary Devices · Thursday



TEACHER SAYS & DOES · SLIDE 5 OF 10 ·
Thursday · OWN · Advanced

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain why the author chose to use repetition and contrast."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use repetition and contrast here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses repetition and contrast to show that Mali's success came from people and places depending on each other.

TEKS 4.10(D) · Literary Devices · Sheet 20 of 36 · Cluster 4 ·
Module M4 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why repetition and contrast matters in this text."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Defend the author's choice.

How would the meaning change without the repetition and contrast?

"Some places had plenty of gold but very little salt, while other places had large salt mines but little gold."

I CAN I can defend why the author's repetition and contrast matters to the meaning.



Grade 4 • Cluster 4 • Literary Devices • Friday



TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend why the author's repetition and contrast matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the repetition and contrast?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the repetition and contrast, the reader would lose what plenty of gold but very little salt, large salt mines but little gold adds. The contrast shows why places needed each other and why trade was useful.

TEKS 4.10(D) • Literary Devices • Sheet 20 of 36 • Cluster 4 •
Module M4 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find repetition and contrast.

On your tracking sheet, find one more example of repetition and contrast in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses repetition and contrast.

Copy the exact words.

Then explain: What does this repetition and contrast help you see, hear, feel, or understand?

I CAN I can find and explain repetition and contrast in our reading on my own.


TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn. On your tracking sheet, find one more example of repetition and contrast in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: Some mined gold, while others cut large blocks of salt from the ground.

TEKS 4.10(D) · Literary Devices · Sheet 20 of 36 · Cluster 4 ·
Module M4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

Answers, across the five thinking levels.

NOTICE

The repetition and contrast is in the words plenty of gold but very little salt, large salt mines but little gold. The contrast shows why places needed each other and why trade was useful.

CHOOSE

A. A repeats depended on three times on purpose. B and C are single facts with no repetition.

SHOW

Repeating depended on shows that every group in Mali needed another group.

OWN

The author uses repetition and contrast to show that Mali's success came from people and places depending on each other.

DEFEND

Without the repetition and contrast, the reader would lose what plenty of gold but very little salt, large salt mines but little gold adds. The contrast shows why places needed each other and why trade was useful.

YOUR TURN

Answers vary. One example: Some mined gold, while others cut large blocks of salt from the ground.



TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let us check our work across the five thinking levels.”

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 4.10(D) · Literary Devices · Sheet 20 of 36 · Cluster 4 ·
Module M4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Merchants depended on safe roads and trustworthy trading partners. Students depended on teachers, and teachers depended on people who carefully copied books by hand.

Why does the author repeat the words "depended on" in this excerpt?

- A** to show that merchants did not trust the students or teachers
- B** to show that teachers copied every book in Mali by themselves
- C** to show that roads in Mali were never safe for travelers
- D** to show that each group in Mali needed help from another group



TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show

⌚ ~4 min

What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▶ *Read the passage excerpt and the four choices aloud.*

"Read all four choices before you decide. Check each one against the exact words in the excerpt."

▶ *Give think time. Students choose privately before any discussion.*

ANSWER KEY: The answer is D. The repeated "depended on" links group after group, showing teamwork.

TEKS 4.10(D) · Literary Devices · Sheet 20 of 36 · Cluster 4 · Module M4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is D.

- A** to show that merchants did not trust the students or teachers
The excerpt says merchants needed trustworthy partners, not that they distrusted anyone.
- B** to show that teachers copied every book in Mali by themselves
Teachers depended on others who copied books.
- C** to show that roads in Mali were never safe for travelers
The excerpt says merchants needed safe roads, not that roads were unsafe.
- D** to show that each group in Mali needed help from another group
Correct. The repeated "depended on" links group after group, showing teamwork.



TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is D. The most important part is understanding why.”

▶ *Reveal each choice and its explanation. Spend time on the wrong answers.*

“The repeated "depended on" links group after group, showing teamwork.”

▶ *Have students write one sentence in their own words explaining why D is correct.*

ANSWER KEY: D is correct.

TEKS 4.10(D) · Literary Devices · Sheet 20 of 36 · Cluster 4 · Module M4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Imagery is language that uses the senses: sight, sound, touch, taste, and smell. Authors use imagery so I can see, hear, or feel what is happening in the reading. When I find imagery, I ask: Which words help me picture this, and what sense do they use?

THIS WEEK’S DEVICE**Imagery**

from “Looking Back to Move Forward”

Find how the author uses imagery in our reading.

This deck teaches **imagery** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.


TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning about imagery. Imagery is language that uses the senses: sight, sound, touch, taste, and smell.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is Looking Back to Move Forward. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE, CHOOSE, SHOW, OWN, and DEFEND.**

PREP & MATERIALS: the Literary Devices slide deck for Cluster 5 Module M1 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(D) • Literary Devices • Sheet 21 of 36 • Cluster 5 •
Module M1 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what imagery means in their own words.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Notice the imagery.

Read this sentence from the reading. Find the words that show imagery.

"She imagined soft footsteps on stone floors. She imagined pages turning."

I CAN I can notice imagery in our reading.

Grade 4 • Cluster 5 • Literary Devices • Monday



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice imagery in our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show imagery."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The imagery is in the words soft footsteps on stone floors, pages turning. The reader can hear quiet footsteps and the rustle of turning pages inside the painting.

TEKS 4.10(D) • Literary Devices • Sheet 21 of 36 • Cluster 5 •
Module M1 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows imagery."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Choose the sentence.

Only one of these sentences shows imagery. Which one?

- A. Ava liked that idea.
 B. She imagined soft footsteps on stone floors. She imagined pages turning.
 C. Mrs. Lopez wrote the ideas on the board.

I CAN I can choose the sentence that shows imagery and explain why.



TEACHER SAYS & DOES • SLIDE 3 OF 10 •
 Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the sentence that shows imagery and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows imagery. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: B. B helps the reader hear the footsteps and pages. A and C tell actions or thoughts without sensory details.

TEKS 4.10(D) • Literary Devices • Sheet 21 of 36 • Cluster 5 •
 Module M1 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what imagery does."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Show what the imagery does.

What does the imagery in this sentence help you see, hear, feel, or understand?

"Some had long robes. Some held books."

I CAN I can explain what imagery does in the reading.



Grade 4 • Cluster 5 • Literary Devices • Wednesday



TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what imagery does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the imagery in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: The sight details help the reader picture how the people in the painting looked.

TEKS 4.10(D) • Literary Devices • Sheet 21 of 36 • Cluster 5 •
Module M1 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used imagery."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Explain the author's purpose.

Why does the author use imagery here instead of plain words?

"The teacher pointed to the large arches and open space in the painting."

I CAN I can explain why the author chose to use imagery.



Grade 4 • Cluster 5 • Literary Devices • Thursday



TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain why the author chose to use imagery."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use imagery here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses imagery so the reader can step inside the painting with Ava and experience it.

TEKS 4.10(D) • Literary Devices • Sheet 21 of 36 • Cluster 5 •
Module M1 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why imagery matters in this text."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Defend the author's choice.

How would the meaning change without the imagery?

"She imagined soft footsteps on stone floors. She imagined pages turning."

I CAN I can defend why the author's imagery matters to the meaning.



Grade 4 • Cluster 5 • Literary Devices • Friday



TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend why the author's imagery matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the imagery?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the imagery, the reader would lose what soft footsteps on stone floors, pages turning adds. The reader can hear quiet footsteps and the rustle of turning pages inside the painting.

TEKS 4.10(D) • Literary Devices • Sheet 21 of 36 • Cluster 5 •
Module M1 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find imagery.

On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses imagery.

Copy the exact words.

Then explain: What does this imagery help you see, hear, feel, or understand?

I CAN I can find and explain imagery in our reading on my own.


**TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN**

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn. On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: The teacher pointed to the large arches and open space in the painting.

TEKS 4.10(D) · Literary Devices · Sheet 21 of 36 · Cluster 5 ·
Module M1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

Answers, across the five thinking levels.

NOTICE

The imagery is in the words soft footsteps on stone floors, pages turning. The reader can hear quiet footsteps and the rustle of turning pages inside the painting.

CHOOSE

B. B helps the reader hear the footsteps and pages. A and C tell actions or thoughts without sensory details.

SHOW

The sight details help the reader picture how the people in the painting looked.

OWN

The author uses imagery so the reader can step inside the painting with Ava and experience it.

DEFEND

Without the imagery, the reader would lose what soft footsteps on stone floors, pages turning adds. The reader can hear quiet footsteps and the rustle of turning pages inside the painting.

YOUR TURN

Answers vary. One example: The teacher pointed to the large arches and open space in the painting.



TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let us check our work across the five thinking levels.”

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 4.10(D) · Literary Devices · Sheet 21 of 36 · Cluster 5 ·
Module M1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

She imagined soft footsteps on stone floors. She imagined pages turning.

What does the imagery in this excerpt help the reader do?

- A** hear the quiet sounds Ava imagines inside the painting
- B** taste the food the thinkers ate in ancient Greece
- C** count the number of people shown in the painting
- D** learn the names of the thinkers in the painting



TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show
What You Know

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, the kind you see on the state assessment.”

▶ *Read the passage excerpt and the four choices aloud.*

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ *Give think time. Students choose privately before any discussion.*

ANSWER KEY: The answer is A. "soft footsteps" and "pages turning" are sounds the reader can hear.

TEKS 4.10(D) · Literary Devices · Sheet 21 of 36 · Cluster 5 ·
Module M1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is **A**.

A **hear the quiet sounds Ava imagines inside the painting**
Correct. "soft footsteps" and "pages turning" are sounds the reader can hear.

B **taste the food the thinkers ate in ancient Greece**
No food or taste is described.

C **count the number of people shown in the painting**
The excerpt does not give a number of people.

D **learn the names of the thinkers in the painting**
No names are given in the excerpt.



TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice and its explanation. Spend time on the wrong answers.*

““soft footsteps” and “pages turning” are sounds the reader can hear.”

▶ *Have students write one sentence in their own words explaining why A is correct.*

ANSWER KEY: A is correct.

TEKS 4.10(D) · Literary Devices · Sheet 21 of 36 · Cluster 5 · Module M1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Repetition is when an author repeats a word or phrase on purpose.

Contrast is when the author places two different ideas side by side.

Both devices point the reader toward what the author thinks is important.

THIS WEEK’S DEVICE**Repetition and Contrast**

from “Looking Back to Move Forward”

Find how the author uses repetition and contrast in our reading.

This deck teaches **repetition and contrast** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**


TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning about repetition and contrast. Repetition is when an author repeats a word or phrase on purpose.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is Looking Back to Move Forward. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE, CHOOSE, SHOW, OWN, and DEFEND.**

PREP & MATERIALS: the Literary Devices slide deck for Cluster 5 Module M2 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(D) • Literary Devices • Sheet 22 of 36 • Cluster 5 •
Module M2 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what repetition and contrast means in their own words.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice repetition and contrast in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Notice the repetition and contrast.

Read this sentence from the reading. Find the words that show repetition and contrast.

"In this painting, thinking mattered. Learning mattered. Sharing ideas mattered."

I CAN I can notice repetition and contrast in our reading.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice repetition and contrast in our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show repetition and contrast."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The repetition and contrast is in the words mattered, mattered, mattered. Repeating mattered three times makes the reader notice what was most important in the painting.

TEKS 4.10(D) • Literary Devices • Sheet 22 of 36 • Cluster 5 •
Module M2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows repetition and contrast."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Choose the sentence.

Only one of these sentences shows repetition and contrast. Which one?

- A. Ava raised her hand.
 B. In this painting, thinking mattered. Learning mattered. Sharing ideas mattered.
 C. Mrs. Lopez smiled.

I CAN I can choose the sentence that shows repetition and contrast and explain why.



Grade 4 • Cluster 5 • Literary Devices • Tuesday



TEACHER SAYS & DOES • SLIDE 3 OF 10 •
 Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the sentence that shows repetition and contrast and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows repetition and contrast. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: B. B repeats mattered on purpose. A and C are short actions with no repetition or contrast.

TEKS 4.10(D) • Literary Devices • Sheet 22 of 36 • Cluster 5 •
 Module M2 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what repetition and contrast does."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Show what the repetition and contrast does.

What does the repetition and contrast in this sentence help you see, hear, feel, or understand?

"It showed people reading. It showed people speaking. It showed people listening."

I CAN I can explain what repetition and contrast does in the reading.



Grade 4 • Cluster 5 • Literary Devices • Wednesday



TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what repetition and contrast does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the repetition and contrast in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: Repeating It showed people creates a pattern that lists the actions in the painting.

TEKS 4.10(D) • Literary Devices • Sheet 22 of 36 • Cluster 5 •
Module M2 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used repetition and contrast."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Explain the author's purpose.

Why does the author use repetition and contrast here instead of plain words?

"Looking back did not always mean staying stuck in the past."

I CAN I can explain why the author chose to use repetition and contrast.



Grade 4 · Cluster 5 · Literary Devices · Thursday



TEACHER SAYS & DOES · SLIDE 5 OF 10 ·
Thursday · OWN · Advanced

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain why the author chose to use repetition and contrast."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use repetition and contrast here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses repetition to stress the painting's message that thinking and learning are important.

TEKS 4.10(D) · Literary Devices · Sheet 22 of 36 · Cluster 5 ·
Module M2 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why repetition and contrast matters in this text."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Defend the author's choice.

How would the meaning change without the repetition and contrast?

"In this painting, thinking mattered. Learning mattered. Sharing ideas mattered."

I CAN I can defend why the author's repetition and contrast matters to the meaning.



TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend why the author's repetition and contrast matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the repetition and contrast?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the repetition and contrast, the reader would lose what mattered, mattered, mattered adds. Repeating mattered three times makes the reader notice what was most important in the painting.

TEKS 4.10(D) • Literary Devices • Sheet 22 of 36 • Cluster 5 •
Module M2 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find repetition and contrast.

On your tracking sheet, find one more example of repetition and contrast in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses repetition and contrast.

Copy the exact words.

Then explain: What does this repetition and contrast help you see, hear, feel, or understand?

I CAN I can find and explain repetition and contrast in our reading on my own.


TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn. On your tracking sheet, find one more example of repetition and contrast in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: Looking back did not always mean staying stuck in the past.

TEKS 4.10(D) · Literary Devices · Sheet 22 of 36 · Cluster 5 ·
Module M2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

Answers, across the five thinking levels.

NOTICE

The repetition and contrast is in the words mattered, mattered, mattered. Repeating mattered three times makes the reader notice what was most important in the painting.

CHOOSE

B. B repeats mattered on purpose. A and C are short actions with no repetition or contrast.

SHOW

Repeating It showed people creates a pattern that lists the actions in the painting.

OWN

The author uses repetition to stress the painting's message that thinking and learning are important.

DEFEND

Without the repetition and contrast, the reader would lose what mattered, mattered, mattered adds. Repeating mattered three times makes the reader notice what was most important in the painting.

YOUR TURN

Answers vary. One example: Looking back did not always mean staying stuck in the past.



TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let us check our work across the five thinking levels.”

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 4.10(D) · Literary Devices · Sheet 22 of 36 · Cluster 5 ·
Module M2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

In this painting, thinking mattered. Learning mattered. Sharing ideas mattered.

Why does the author repeat the word "mattered" in this excerpt?

- A** to show that Ava could not think of any other word to write
- B** to stress how important thinking and learning were in the painting
- C** to show that the painting was about sports and games
- D** to show that the people in the painting did not agree



TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, the kind you see on the state assessment.”

▶ Read the passage excerpt and the four choices aloud.

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is B. Repeating "mattered" makes the reader notice what the painting values.

TEKS 4.10(D) · Literary Devices · Sheet 22 of 36 · Cluster 5 · Module M2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is **B**.

A

to show that Ava could not think of any other word to write

The repetition is the author's choice for emphasis.

B

to stress how important thinking and learning were in the painting

Correct. Repeating "mattered" makes the reader notice what the painting values.

C

to show that the painting was about sports and games

The excerpt names thinking, learning, and sharing ideas.

D

to show that the people in the painting did not agree

The repeated word shows importance, not disagreement.



TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B. The most important part is understanding why.”

▶ *Reveal each choice and its explanation. Spend time on the wrong answers.*

“Repeating "mattered" makes the reader notice what the painting values.”

▶ *Have students write one sentence in their own words explaining why B is correct.*

ANSWER KEY: B is correct.

TEKS 4.10(D) · Literary Devices · Sheet 22 of 36 · Cluster 5 · Module M2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Imagery is language that uses the senses: sight, sound, touch, taste, and smell. Authors use imagery so I can see, hear, or feel what is happening in the reading. When I find imagery, I ask: Which words help me picture this, and what sense do they use?

THIS WEEK’S DEVICE

Imagery

from “Looking Back to Move Forward”

Find how the author uses imagery in our reading.

This deck teaches **imagery** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning about imagery. Imagery is language that uses the senses: sight, sound, touch, taste, and smell.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is Looking Back to Move Forward. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 5 Module M3 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(D) • Literary Devices • Sheet 23 of 36 • Cluster 5 •
Module M3 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what imagery means in their own words.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Notice the imagery.

Read this sentence from the reading. Find the words that show imagery.

"The hallway seemed to stretch far behind the people."

I CAN I can notice imagery in our reading.

Grade 4 • Cluster 5 • Literary Devices • Monday



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice imagery in our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show imagery."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The imagery is in the words stretch far behind. The reader can picture a long hallway going deep into the painting.

TEKS 4.10(D) • Literary Devices • Sheet 23 of 36 • Cluster 5 •
Module M3 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows imagery."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Choose the sentence.

Only one of these sentences shows imagery. Which one?

- A. The hallway seemed to stretch far behind the people.
 B. Ava wrote that in her notebook.
 C. Ava thought about her own interests.

I CAN I can choose the sentence that shows imagery and explain why.



TEACHER SAYS & DOES • SLIDE 3 OF 10 •
 Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the sentence that shows imagery and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows imagery. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: A. A creates a picture of the deep hallway. B and C tell actions and thoughts with no picture.

TEKS 4.10(D) • Literary Devices • Sheet 23 of 36 • Cluster 5 •
 Module M3 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what imagery does."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Show what the imagery does.

What does the imagery in this sentence help you see, hear, feel, or understand?

"One pointed upward, and the other held out his hand toward the ground."

I CAN I can explain what imagery does in the reading.



Grade 4 • Cluster 5 • Literary Devices • Wednesday



TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what imagery does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the imagery in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: The sight details let the reader picture the two figures' different gestures.

TEKS 4.10(D) • Literary Devices • Sheet 23 of 36 • Cluster 5 •
Module M3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used imagery."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Explain the author's purpose.

Why does the author use imagery here instead of plain words?

"Some people looked serious. Some looked curious."

I CAN I can explain why the author chose to use imagery.



Grade 4 • Cluster 5 • Literary Devices • Thursday



TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain why the author chose to use imagery."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use imagery here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses imagery so the reader can see the painting's details even without looking at it.

TEKS 4.10(D) • Literary Devices • Sheet 23 of 36 • Cluster 5 •
Module M3 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND**"I can defend why imagery matters in this text."****EXACT TEKS WORDING***"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"***Defend the author's choice.**

How would the meaning change without the imagery?

"The hallway seemed to stretch far behind the people."**I CAN** I can defend why the author's imagery matters to the meaning.

Grade 4 • Cluster 5 • Literary Devices • Friday

**TEACHER SAYS & DOES • SLIDE 6 OF 10 •**
Friday • DEFEND • Reflective

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend why the author's imagery matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the imagery?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the imagery, the reader would lose what stretch far behind adds. The reader can picture a long hallway going deep into the painting.TEKS 4.10(D) • Literary Devices • Sheet 23 of 36 • Cluster 5 •
Module M3 • slide 6 of 10**CHECK FOR UNDERSTANDING**

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find imagery.

On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses imagery.

Copy the exact words.

Then explain: What does this imagery help you see, hear, feel, or understand?

I CAN I can find and explain imagery in our reading on my own.


TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn. On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: Some people looked serious. Some looked curious.

TEKS 4.10(D) · Literary Devices · Sheet 23 of 36 · Cluster 5 ·
Module M3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

Answers, across the five thinking levels.

NOTICE

The imagery is in the words stretch far behind. The reader can picture a long hallway going deep into the painting.

CHOOSE

A. A creates a picture of the deep hallway. B and C tell actions and thoughts with no picture.

SHOW

The sight details let the reader picture the two figures' different gestures.

OWN

The author uses imagery so the reader can see the painting's details even without looking at it.

DEFEND

Without the imagery, the reader would lose what stretch far behind adds. The reader can picture a long hallway going deep into the painting.

YOUR TURN

Answers vary. One example: Some people looked serious. Some looked curious.



TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let us check our work across the five thinking levels.”

▶ Reveal the answers one level at a time. Students check their tracking sheet.

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ Celebrate explanations that name the exact words.

ANSWER KEY: See the Answers slide.

TEKS 4.10(D) · Literary Devices · Sheet 23 of 36 · Cluster 5 ·
Module M3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

One pointed upward, and the other held out his hand toward the ground.

What does the imagery in this sentence help the reader picture?

- A two students reading the same book at their desks
- B a teacher writing a list of ideas on the board
- C two figures making different movements with their hands
- D a crowd of people walking out of a large building



TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show
What You Know

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, the kind you see on the state assessment.”

▶ Read the passage excerpt and the four choices aloud.

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is C. "pointed upward" and "toward the ground" help the reader see two gestures.

TEKS 4.10(D) · Literary Devices · Sheet 23 of 36 · Cluster 5 ·
Module M3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is C.

- A two students reading the same book at their desks**
The sentence describes figures in the painting, not students reading.
- B a teacher writing a list of ideas on the board**
The sentence is not about the teacher.
- C two figures making different movements with their hands**
Correct. "pointed upward" and "toward the ground" help the reader see two gestures.
- D a crowd of people walking out of a large building**
Only two figures are described, and they are not walking out.



TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is C. The most important part is understanding why.”

▶ *Reveal each choice and its explanation. Spend time on the wrong answers.*

““pointed upward” and “toward the ground” help the reader see two gestures.”

▶ *Have students write one sentence in their own words explaining why C is correct.*

ANSWER KEY: C is correct.

TEKS 4.10(D) · Literary Devices · Sheet 23 of 36 · Cluster 5 · Module M3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

A metaphor says one thing IS another, different thing, without like or as.

The comparison helps me understand an idea in a new way.

When I find a metaphor, I ask: What two things are compared, and what does the comparison mean?

THIS WEEK’S DEVICE

Metaphor

from “Looking Back to Move Forward”

Find how the author uses metaphor in our reading.

This deck teaches **metaphor** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning about metaphor. A metaphor says one thing IS another, different thing, without like or as.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is Looking Back to Move Forward. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 5 Module M4 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(D) • Literary Devices • Sheet 24 of 36 • Cluster 5 •
Module M4 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what metaphor means in their own words.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice metaphor in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Notice the metaphor.

Read this sentence from the reading. Find the words that show metaphor.

"The past could become a guide, not because it had every answer, but because it helped people ask better questions."

I CAN I can notice metaphor in our reading.

Grade 4 • Cluster 5 • Literary Devices • Monday



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice metaphor in our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show metaphor."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The metaphor is in the words The past could become a guide. The metaphor says the past is a guide, like a person who shows you the way.

TEKS 4.10(D) • Literary Devices • Sheet 24 of 36 • Cluster 5 •
Module M4 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows metaphor."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Choose the sentence.

Only one of these sentences shows metaphor. Which one?

- A. The past could become a guide, not because it had every answer, but because it helped people ask better questions.
 B. Mrs. Lopez wrote the ideas on the board.
 C. People also began to think differently about government.

I CAN I can choose the sentence that shows metaphor and explain why.



TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the sentence that shows metaphor and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows metaphor. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: A. A says the past is a guide, comparing two unlike things. B and C mean exactly what they say.

TEKS 4.10(D) • Literary Devices • Sheet 24 of 36 • Cluster 5 •
 Module M4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what metaphor does."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Show what the metaphor does.

What does the metaphor in this sentence help you see, hear, feel, or understand?

"The past could become a guide, not because it had every answer, but because it helped people ask better questions."

I CAN I can explain what metaphor does in the reading.



Grade 4 • Cluster 5 • Literary Devices • Wednesday



TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what metaphor does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the metaphor in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: Calling the past a guide helps the reader see history as something that can lead us.

TEKS 4.10(D) • Literary Devices • Sheet 24 of 36 • Cluster 5 •
Module M4 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used metaphor."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Explain the author's purpose.

Why does the author use metaphor here instead of plain words?

"The past could become a guide, not because it had every answer, but because it helped people ask better questions."

I CAN I can explain why the author chose to use metaphor.



Grade 4 • Cluster 5 • Literary Devices • Thursday



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain why the author chose to use metaphor."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use metaphor here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses a metaphor to help the reader understand that history can lead people toward better choices.

TEKS 4.10(D) • Literary Devices • Sheet 24 of 36 • Cluster 5 •
Module M4 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why metaphor matters in this text."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Defend the author's choice.

How would the meaning change without the metaphor?

"The past could become a guide, not because it had every answer, but because it helped people ask better questions."

I CAN I can defend why the author's metaphor matters to the meaning.



Grade 4 • Cluster 5 • Literary Devices • Friday



TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend why the author's metaphor matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the metaphor?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the metaphor, the reader would lose what The past could become a guide adds. The metaphor says the past is a guide, like a person who shows you the way.

TEKS 4.10(D) • Literary Devices • Sheet 24 of 36 • Cluster 5 •
Module M4 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find metaphor.

On your tracking sheet, find one more example of metaphor in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses metaphor.

Copy the exact words.

Then explain: What does this metaphor help you see, hear, feel, or understand?

I CAN I can find and explain metaphor in our reading on my own.


**TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN**

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn. On your tracking sheet, find one more example of metaphor in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: The past could become a guide, not because it had every answer, but because it helped people ask better questions.

TEKS 4.10(D) · Literary Devices · Sheet 24 of 36 · Cluster 5 ·
Module M4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing **IS** a different thing.

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

Answers, across the five thinking levels.

NOTICE

The metaphor is in the words The past could become a guide. The metaphor says the past is a guide, like a person who shows you the way.

CHOOSE

A. A says the past is a guide, comparing two unlike things. B and C mean exactly what they say.

SHOW

Calling the past a guide helps the reader see history as something that can lead us.

OWN

The author uses a metaphor to help the reader understand that history can lead people toward better choices.

DEFEND

Without the metaphor, the reader would lose what The past could become a guide adds. The metaphor says the past is a guide, like a person who shows you the way.

YOUR TURN

Answers vary. One example: The past could become a guide, not because it had every answer, but because it helped people ask better questions.



TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let us check our work across the five thinking levels.”

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 4.10(D) · Literary Devices · Sheet 24 of 36 · Cluster 5 ·
Module M4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

The past could become a guide, not because it had every answer, but because it helped people ask better questions.

What does the metaphor "The past could become a guide" mean?

- A** people from long ago can lead tours of old buildings today
- B** the past already has the answer to every question people ask
- C** history books are the only way to learn about the world
- D** studying history can help people find their way to better ideas



TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show

⌚ ~4 min

What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▶ Read the passage excerpt and the four choices aloud.

"Read all four choices before you decide. Check each one against the exact words in the excerpt."

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is D. A guide shows the way, and the past can help people choose well.

TEKS 4.10(D) · Literary Devices · Sheet 24 of 36 · Cluster 5 ·
Module M4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is **D**.

- A** **people from long ago can lead tours of old buildings today**
This reads the words literally. The past is not a real tour guide.
- B** **the past already has the answer to every question people ask**
The sentence says the past does not have every answer.
- C** **history books are the only way to learn about the world**
The metaphor is not about books being the only way.
- D** **studying history can help people find their way to better ideas**
Correct. A guide shows the way, and the past can help people choose well.



TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is D. The most important part is understanding why.”

▶ *Reveal each choice and its explanation. Spend time on the wrong answers.*

“A guide shows the way, and the past can help people choose well.”

▶ *Have students write one sentence in their own words explaining why D is correct.*

ANSWER KEY: D is correct.

TEKS 4.10(D) · Literary Devices · Sheet 24 of 36 · Cluster 5 · Module M4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Imagery is language that uses the senses: sight, sound, touch, taste, and smell. Authors use imagery so I can see, hear, or feel what is happening in the reading. When I find imagery, I ask: Which words help me picture this, and what sense do they use?

THIS WEEK’S DEVICE

Imagery

from “A Day That Changed”

Find how the author uses imagery in our reading.

This deck teaches **imagery** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning about imagery. Imagery is language that uses the senses: sight, sound, touch, taste, and smell.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is A Day That Changed. As we read, we will look closely at the author's words.”

▶ Preview the week: NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 6 Module M1 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(D) • Literary Devices • Sheet 25 of 36 • Cluster 6 •
Module M1 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what imagery means in their own words.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Notice the imagery.

Read this sentence from the reading. Find the words that show imagery.

"The temperature dropped, and the air felt cooler against his skin."

I CAN I can notice imagery in our reading.

Grade 4 • Cluster 6 • Literary Devices • Monday



TEACHER SAYS & DOES • SLIDE 2 OF 10 •
Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice imagery in our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show imagery."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The imagery is in the words air felt cooler against his skin. The reader can feel the air turning cool on Jayden's skin.

TEKS 4.10(D) • Literary Devices • Sheet 25 of 36 • Cluster 6 •
Module M1 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows imagery."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Choose the sentence.

Only one of these sentences shows imagery. Which one?

- A. Jayden thought about how different the morning had been.
 B. Ms. Rios gave each group a weather journal.
 C. The temperature dropped, and the air felt cooler against his skin.

I CAN I can choose the sentence that shows imagery and explain why.



TEACHER SAYS & DOES • SLIDE 3 OF 10 •
 Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the sentence that shows imagery and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows imagery. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: C. C lets the reader feel cool air on skin. A and B tell thoughts and actions with no sensory details.

TEKS 4.10(D) • Literary Devices • Sheet 25 of 36 • Cluster 6 •
 Module M1 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what imagery does."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Show what the imagery does.

What does the imagery in this sentence help you see, hear, feel, or understand?

"The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky."

I CAN I can explain what imagery does in the reading.



Grade 4 • Cluster 6 • Literary Devices • Wednesday



TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what imagery does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the imagery in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: The reader can see gray clouds moving in as the weather changes.

TEKS 4.10(D) • Literary Devices • Sheet 25 of 36 • Cluster 6 •
Module M1 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used imagery."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Explain the author's purpose.

Why does the author use imagery here instead of plain words?

"Jayden felt warm sunlight on his arms. He saw a few white clouds drifting across the sky."

I CAN I can explain why the author chose to use imagery.



Grade 4 • Cluster 6 • Literary Devices • Thursday



TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain why the author chose to use imagery."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use imagery here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses imagery so the reader can feel and see the weather change along with Jayden.

TEKS 4.10(D) • Literary Devices • Sheet 25 of 36 • Cluster 6 •
Module M1 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why imagery matters in this text."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Defend the author's choice.

How would the meaning change without the imagery?

"The temperature dropped, and the air felt cooler against his skin."

I CAN I can defend why the author's imagery matters to the meaning.



Grade 4 • Cluster 6 • Literary Devices • Friday



TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend why the author's imagery matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the imagery?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the imagery, the reader would lose what air felt cooler against his skin adds. The reader can feel the air turning cool on Jayden's skin.

TEKS 4.10(D) • Literary Devices • Sheet 25 of 36 • Cluster 6 •
Module M1 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find imagery.

On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses imagery.

Copy the exact words.

Then explain: What does this imagery help you see, hear, feel, or understand?

I CAN I can find and explain imagery in our reading on my own.


TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn. On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: Jayden felt warm sunlight on his arms. He saw a few white clouds drifting across the sky.

TEKS 4.10(D) · Literary Devices · Sheet 25 of 36 · Cluster 6 ·
Module M1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

Answers, across the five thinking levels.

NOTICE

The imagery is in the words air felt cooler against his skin. The reader can feel the air turning cool on Jayden's skin.

CHOOSE

C. C lets the reader feel cool air on skin. A and B tell thoughts and actions with no sensory details.

SHOW

The reader can see gray clouds moving in as the weather changes.

OWN

The author uses imagery so the reader can feel and see the weather change along with Jayden.

DEFEND

Without the imagery, the reader would lose what air felt cooler against his skin adds. The reader can feel the air turning cool on Jayden's skin.

YOUR TURN

Answers vary. One example: Jayden felt warm sunlight on his arms. He saw a few white clouds drifting across the sky.



TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let us check our work across the five thinking levels.”

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 4.10(D) · Literary Devices · Sheet 25 of 36 · Cluster 6 ·
Module M1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky.

What does the imagery in this sentence help the reader notice?

- A** the weather is changing from sunny to stormy
- B** Jayden is winning the race at field day
- C** the climate in Jayden's town has changed forever
- D** the students are going home early for the day



TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show

⌚ ~4 min

What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, the kind you see on the state assessment.”

▶ *Read the passage excerpt and the four choices aloud.*

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ *Give think time. Students choose privately before any discussion.*

ANSWER KEY: The answer is A. "gray clouds" and the stronger wind show the weather turning.

TEKS 4.10(D) · Literary Devices · Sheet 25 of 36 · Cluster 6 · Module M1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is **A**.

A

the weather is changing from sunny to stormy

Correct. "gray clouds" and the stronger wind show the weather turning.

B

Jayden is winning the race at field day

The sentence describes the sky, not a race.

C

the climate in Jayden's town has changed forever

The sentence shows a change in weather, not climate.

D

the students are going home early for the day

The sentence does not say students go home.



TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice and its explanation. Spend time on the wrong answers.*

““gray clouds” and the stronger wind show the weather turning.”

▶ *Have students write one sentence in their own words explaining why A is correct.*

ANSWER KEY: A is correct.

TEKS 4.10(D) · Literary Devices · Sheet 25 of 36 · Cluster 6 · Module M1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Imagery is language that uses the senses: sight, sound, touch, taste, and smell. Authors use imagery so I can see, hear, or feel what is happening in the reading. When I find imagery, I ask: Which words help me picture this, and what sense do they use?

THIS WEEK’S DEVICE**Imagery**

from “A Day That Changed”

Find how the author uses imagery in our reading.

This deck teaches **imagery** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.


TEACHER SAYS & DOES • SLIDE 1 OF 10 •
Introduce the Week

~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning about imagery. Imagery is language that uses the senses: sight, sound, touch, taste, and smell.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is A Day That Changed. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 6 Module M2 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(D) • Literary Devices • Sheet 26 of 36 • Cluster 6 •
Module M2 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what imagery means in their own words.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Notice the imagery.

Read this sentence from the reading. Find the words that show imagery.

"Jayden felt warm sunlight on his arms. He saw a few white clouds drifting across the sky."

I CAN I can notice imagery in our reading.

Grade 4 • Cluster 6 • Literary Devices • Monday



TEACHER SAYS & DOES • SLIDE 2 OF 10 •
Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice imagery in our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show imagery."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The imagery is in the words warm sunlight on his arms, white clouds drifting. The reader can feel warmth and see soft clouds floating by.

TEKS 4.10(D) • Literary Devices • Sheet 26 of 36 • Cluster 6 •
Module M2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows imagery."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Choose the sentence.

Only one of these sentences shows imagery. Which one?

- A. The grass was still damp, but the sky was blue again.
 B. Jayden raised his hand.
 C. The students cheered.

I CAN I can choose the sentence that shows imagery and explain why.



TEACHER SAYS & DOES • SLIDE 3 OF 10 •
 Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the sentence that shows imagery and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows imagery. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: A. A uses touch and sight words (damp, blue). B and C tell actions with little sensory detail.

TEKS 4.10(D) • Literary Devices • Sheet 26 of 36 • Cluster 6 •
 Module M2 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what imagery does."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Show what the imagery does.

What does the imagery in this sentence help you see, hear, feel, or understand?

"The grass was still damp, but the sky was blue again."

I CAN I can explain what imagery does in the reading.



Grade 4 • Cluster 6 • Literary Devices • Wednesday



TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what imagery does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the imagery in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: Damp grass and blue sky let the reader feel and see the scene after the rain.

TEKS 4.10(D) • Literary Devices • Sheet 26 of 36 • Cluster 6 •
Module M2 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used imagery."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Explain the author's purpose.

Why does the author use imagery here instead of plain words?

"He saw that the leaves on the trees moved a little, which meant the wind was light."

I CAN I can explain why the author chose to use imagery.



Grade 4 • Cluster 6 • Literary Devices • Thursday



TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain why the author chose to use imagery."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use imagery here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses imagery so the reader observes the weather closely, the way a scientist would.

TEKS 4.10(D) • Literary Devices • Sheet 26 of 36 • Cluster 6 •
Module M2 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why imagery matters in this text."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Defend the author's choice.

How would the meaning change without the imagery?

"Jayden felt warm sunlight on his arms. He saw a few white clouds drifting across the sky."

I CAN I can defend why the author's imagery matters to the meaning.

Grade 4 • Cluster 6 • Literary Devices • Friday



TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend why the author's imagery matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the imagery?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the imagery, the reader would lose what warm sunlight on his arms, white clouds drifting adds. The reader can feel warmth and see soft clouds floating by.

TEKS 4.10(D) • Literary Devices • Sheet 26 of 36 • Cluster 6 •
Module M2 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find imagery.

On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses imagery.

Copy the exact words.

Then explain: What does this imagery help you see, hear, feel, or understand?

I CAN I can find and explain imagery in our reading on my own.


TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn. On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: He saw that the leaves on the trees moved a little, which meant the wind was light.

TEKS 4.10(D) · Literary Devices · Sheet 26 of 36 · Cluster 6 ·
Module M2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

Answers, across the five thinking levels.

NOTICE

The imagery is in the words warm sunlight on his arms, white clouds drifting. The reader can feel warmth and see soft clouds floating by.

CHOOSE

A. A uses touch and sight words (damp, blue). B and C tell actions with little sensory detail.

SHOW

Damp grass and blue sky let the reader feel and see the scene after the rain.

OWN

The author uses imagery so the reader observes the weather closely, the way a scientist would.

DEFEND

Without the imagery, the reader would lose what warm sunlight on his arms, white clouds drifting adds. The reader can feel warmth and see soft clouds floating by.

YOUR TURN

Answers vary. One example: He saw that the leaves on the trees moved a little, which meant the wind was light.



TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let us check our work across the five thinking levels.”

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 4.10(D) · Literary Devices · Sheet 26 of 36 · Cluster 6 ·
Module M2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Jayden felt warm sunlight on his arms. He saw a few white clouds drifting across the sky.

Which senses does the author use in this excerpt?

- A hearing and smell, from the wind and the wet grass
- B touch and sight, from the warm sunlight and the white clouds
- C taste and touch, from a snack and a cool breeze
- D hearing and taste, from cheering and a drink of water



TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show
What You Know

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, the kind you see on the state assessment.”

▶ Read the passage excerpt and the four choices aloud.

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is B. "warm sunlight" is touch and "white clouds drifting" is sight.

TEKS 4.10(D) · Literary Devices · Sheet 26 of 36 · Cluster 6 ·
Module M2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is B.

- A hearing and smell, from the wind and the wet grass**
The excerpt does not mention sounds or smells.
- B touch and sight, from the warm sunlight and the white clouds**
Correct. "warm sunlight" is touch and "white clouds drifting" is sight.
- C taste and touch, from a snack and a cool breeze**
No snack or breeze is described in the excerpt.
- D hearing and taste, from cheering and a drink of water**
No cheering or drinking is described in the excerpt.



TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B. The most important part is understanding why.”

▶ *Reveal each choice and its explanation. Spend time on the wrong answers.*

“"warm sunlight" is touch and "white clouds drifting" is sight.”

▶ *Have students write one sentence in their own words explaining why B is correct.*

ANSWER KEY: B is correct.

TEKS 4.10(D) · Literary Devices · Sheet 26 of 36 · Cluster 6 · Module M2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Personification gives a human action or feeling to something that is not a person.

Authors use it to make objects, animals, or nature feel alive to the reader.

When I find personification, I ask: What is not human here, and what human thing is it doing?

THIS WEEK’S DEVICE

Personification

from “A Day That Changed”

Find how the author uses personification in our reading.

This deck teaches **personification** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning about personification. Personification gives a human action or feeling to something that is not a person.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is A Day That Changed. As we read, we will look closely at the author's words.”

▶ Preview the week: NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 6 Module M3 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(D) • Literary Devices • Sheet 27 of 36 • Cluster 6 •
Module M3 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what personification means in their own words.

COMMON MISCONCEPTION

Students may call a person's action personification. Personification only happens when something NOT human acts or feels like a person.

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice personification in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Notice the personification.

Read this sentence from the reading. Find the words that show personification.

"By lunch, the sun peeked through the clouds, and the playground felt warmer."

I CAN I can notice personification in our reading.

Grade 4 • Cluster 6 • Literary Devices • Monday



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice personification in our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show personification."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The personification is in the words the sun peeked. The sun cannot really peek. Peeking is something people do, so the sun is given a human action.

TEKS 4.10(D) • Literary Devices • Sheet 27 of 36 • Cluster 6 •
Module M3 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call a person's action personification. Personification only happens when something NOT human acts or feels like a person.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows personification."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Choose the sentence.

Only one of these sentences shows personification. Which one?

- A. By lunch, the sun peeked through the clouds, and the playground felt warmer.
 B. Ms. Rios asked the students what their notes showed.
 C. Jayden felt proud.

I CAN I can choose the sentence that shows personification and explain why.



TEACHER SAYS & DOES • SLIDE 3 OF 10 •
 Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the sentence that shows personification and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows personification. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: A. A gives the sun a human action (peeked). B and C are about real people doing real things, which is not personification.

TEKS 4.10(D) • Literary Devices • Sheet 27 of 36 • Cluster 6 •
 Module M3 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call a person's action personification. Personification only happens when something NOT human acts or feels like a person.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what personification does."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Show what the personification does.

What does the personification in this sentence help you see, hear, feel, or understand?

"By lunch, the sun peeked through the clouds, and the playground felt warmer."

I CAN I can explain what personification does in the reading.



Grade 4 • Cluster 6 • Literary Devices • Wednesday



TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what personification does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the personification in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: Peaked makes the sun seem shy and playful, as if it is looking out from behind the clouds.

TEKS 4.10(D) • Literary Devices • Sheet 27 of 36 • Cluster 6 •
Module M3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call a person's action personification. Personification only happens when something NOT human acts or feels like a person.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used personification."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Explain the author's purpose.

Why does the author use personification here instead of plain words?

"By lunch, the sun peeked through the clouds, and the playground felt warmer."

I CAN I can explain why the author chose to use personification.



Grade 4 • Cluster 6 • Literary Devices • Thursday



TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain why the author chose to use personification."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use personification here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses personification to make the sun's return feel gentle and friendly, like someone peeking out to say hello.

TEKS 4.10(D) • Literary Devices • Sheet 27 of 36 • Cluster 6 •
Module M3 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call a person's action personification. Personification only happens when something NOT human acts or feels like a person.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why personification matters in this text."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Defend the author's choice.

How would the meaning change without the personification?

"By lunch, the sun peeked through the clouds, and the playground felt warmer."

I CAN I can defend why the author's personification matters to the meaning.



Grade 4 • Cluster 6 • Literary Devices • Friday



TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend why the author's personification matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the personification?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the personification, the reader would lose what the sun peeked adds. The sun cannot really peek. Peeking is something people do, so the sun is given a human action.

TEKS 4.10(D) • Literary Devices • Sheet 27 of 36 • Cluster 6 •
Module M3 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call a person's action personification. Personification only happens when something NOT human acts or feels like a person.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find personification.

On your tracking sheet, find one more example of personification in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses personification.

Copy the exact words.

Then explain: What does this personification help you see, hear, feel, or understand?

I CAN I can find and explain personification in our reading on my own.


TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn. On your tracking sheet, find one more example of personification in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: By lunch, the sun peeked through the clouds, and the playground felt warmer.

TEKS 4.10(D) · Literary Devices · Sheet 27 of 36 · Cluster 6 ·
Module M3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may call a person's action personification. Personification only happens when something NOT human acts or feels like a person.

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

Answers, across the five thinking levels.

NOTICE

The personification is in the words the sun peeked. The sun cannot really peek. Peeking is something people do, so the sun is given a human action.

CHOOSE

A. A gives the sun a human action (peeked). B and C are about real people doing real things, which is not personification.

SHOW

Peeked makes the sun seem shy and playful, as if it is looking out from behind the clouds.

OWN

The author uses personification to make the sun's return feel gentle and friendly, like someone peeking out to say hello.

DEFEND

Without the personification, the reader would lose what the sun peeked adds. The sun cannot really peek. Peeking is something people do, so the sun is given a human action.

YOUR TURN

Answers vary. One example: By lunch, the sun peeked through the clouds, and the playground felt warmer.



TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let us check our work across the five thinking levels.”

▶ Reveal the answers one level at a time. Students check their tracking sheet.

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ Celebrate explanations that name the exact words.

ANSWER KEY: See the Answers slide.

TEKS 4.10(D) · Literary Devices · Sheet 27 of 36 · Cluster 6 ·
Module M3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

By lunch, the sun peeked through the clouds, and the playground felt warmer.

Why does the author say the sun "peeked" through the clouds?

- A** to show that the sun was hiding from the students on purpose
- B** to show that the clouds had disappeared completely by lunch
- C** to give the sun a human action that shows it slowly coming out
- D** to show that Jayden could not see the sky from the playground



TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show

~4 min

What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▶ Read the passage excerpt and the four choices aloud.

"Read all four choices before you decide. Check each one against the exact words in the excerpt."

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is C. People peek. Giving the sun this action is personification.

TEKS 4.10(D) · Literary Devices · Sheet 27 of 36 · Cluster 6 · Module M3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is C.

- A** to show that the sun was hiding from the students on purpose
The sun cannot really hide on purpose. The word is figurative.
- B** to show that the clouds had disappeared completely by lunch
Peeked means only a little sun showed through.
- C** to give the sun a human action that shows it slowly coming out
Correct. People peek. Giving the sun this action is personification.
- D** to show that Jayden could not see the sky from the playground
The sentence shows sun coming through, not that Jayden could not see.



TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is C. The most important part is understanding why.”

▶ *Reveal each choice and its explanation. Spend time on the wrong answers.*

“People peek. Giving the sun this action is personification.”

▶ *Have students write one sentence in their own words explaining why C is correct.*

ANSWER KEY: C is correct.

TEKS 4.10(D) · Literary Devices · Sheet 27 of 36 · Cluster 6 · Module M3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

“identify and understand the use of literary devices, including first- or third-person point of view”

WHAT DOES THIS MEAN TO ME?

Point of view tells me who is telling the story.

A first person narrator uses I and me. A third person narrator tells about others using he, she, and they.

When I know the point of view, I know whose thoughts and feelings I can see.

THIS WEEK'S DEVICE

Point of View

from “A Day That Changed”

Find how the author uses point of view in our reading.

This deck teaches **point of view** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning about point of view. Point of view tells me who is telling the story.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is A Day That Changed. As we read, we will look closely at the author's words.”

▶ Preview the week: NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 6 Module M4 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(E) • Literary Devices • Sheet 28 of 36 • Cluster 6 •
Module M4 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what point of view means in their own words.

COMMON MISCONCEPTION

Students may confuse the author with the narrator. Look at the pronouns the narrator uses.

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice point of view in the reading."

EXACT TEKS WORDING

"identify and understand the use of literary devices, including first- or third-person point of view"

Notice the point of view.

Read this sentence from the reading. Find the words that show point of view.

"Jayden thought about how different the morning had been."

I CAN I can notice point of view in our reading.



Grade 4 • Cluster 6 • Literary Devices • Monday



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice point of view in our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show point of view."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The point of view is in the words Jayden thought. A narrator outside the story tells us what Jayden thinks. This is third person point of view.

TEKS 4.10(E) • Literary Devices • Sheet 28 of 36 • Cluster 6 •
Module M4 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may confuse the author with the narrator. Look at the pronouns the narrator uses.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows point of view."

EXACT TEKS WORDING

"identify and understand the use of literary devices, including first- or third-person point of view"

Choose the sentence.

Only one of these sentences shows point of view. Which one?

- A. Jayden felt proud.
B. "That's right," Ms. Rios said.
C. The class then looked at a simple graph.

I CAN I can choose the sentence that shows point of view and explain why.



Grade 4 • Cluster 6 • Literary Devices • Tuesday



TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the sentence that shows point of view and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows point of view. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: A. A shows the narrator telling a character's feeling with his name, a clear third person clue. B is dialogue and C tells what the class saw, not a character's inner thoughts.

TEKS 4.10(E) • Literary Devices • Sheet 28 of 36 • Cluster 6 •
Module M4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may confuse the author with the narrator. Look at the pronouns the narrator uses.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what point of view does."

EXACT TEKS WORDING

"identify and understand the use of literary devices, including first- or third-person point of view"

Show what the point of view does.

What does the point of view in this sentence help you see, hear, feel, or understand?

"Jayden felt proud."

I CAN I can explain what point of view does in the reading.



Grade 4 • Cluster 6 • Literary Devices • Wednesday



TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what point of view does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the point of view in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: The narrator uses Jayden's name and tells his feelings, which shows third person.

TEKS 4.10(E) • Literary Devices • Sheet 28 of 36 • Cluster 6 •
Module M4 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may confuse the author with the narrator. Look at the pronouns the narrator uses.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used point of view."

EXACT TEKS WORDING

"identify and understand the use of literary devices, including first- or third-person point of view"

Explain the author's purpose.

Why does the author use point of view here instead of plain words?

"At first, he had felt disappointed when the rain came. Now he understood why the change had happened."

I CAN I can explain why the author chose to use point of view.



Grade 4 • Cluster 6 • Literary Devices • Thursday



TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain why the author chose to use point of view."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use point of view here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses a third person narrator so the reader can follow Jayden's thoughts and feelings as he learns.

TEKS 4.10(E) • Literary Devices • Sheet 28 of 36 • Cluster 6 •
Module M4 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may confuse the author with the narrator. Look at the pronouns the narrator uses.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why point of view matters in this text."

EXACT TEKS WORDING

"identify and understand the use of literary devices, including first- or third-person point of view"

Defend the author's choice.

How would the meaning change without the point of view?

"Jayden thought about how different the morning had been."

I CAN I can defend why the author's point of view matters to the meaning.

Grade 4 • Cluster 6 • Literary Devices • Friday



TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend why the author's point of view matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the point of view?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the point of view, the reader would lose what Jayden thought adds. A narrator outside the story tells us what Jayden thinks. This is third person point of view.

TEKS 4.10(E) • Literary Devices • Sheet 28 of 36 • Cluster 6 •
Module M4 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may confuse the author with the narrator. Look at the pronouns the narrator uses.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find point of view.

On your tracking sheet, find one more example of point of view in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses point of view.

Copy the exact words.

Then explain: What does this point of view help you see, hear, feel, or understand?

I CAN I can find and explain point of view in our reading on my own.


TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn. On your tracking sheet, find one more example of point of view in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: At first, he had felt disappointed when the rain came. Now he understood why the change had happened.

TEKS 4.10(E) · Literary Devices · Sheet 28 of 36 · Cluster 6 ·
Module M4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may confuse the author with the narrator. Look at the pronouns the narrator uses.

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

Answers, across the five thinking levels.

NOTICE

The point of view is in the words Jayden thought. A narrator outside the story tells us what Jayden thinks. This is third person point of view.

CHOOSE

A. A shows the narrator telling a character's feeling with his name, a clear third person clue. B is dialogue and C tells what the class saw, not a character's inner thoughts.

SHOW

The narrator uses Jayden's name and tells his feelings, which shows third person.

OWN

The author uses a third person narrator so the reader can follow Jayden's thoughts and feelings as he learns.

DEFEND

Without the point of view, the reader would lose what Jayden thought adds. A narrator outside the story tells us what Jayden thinks. This is third person point of view.

YOUR TURN

Answers vary. One example: At first, he had felt disappointed when the rain came. Now he understood why the change had happened.



TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let us check our work across the five thinking levels.”

▶ Reveal the answers one level at a time. Students check their tracking sheet.

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ Celebrate explanations that name the exact words.

ANSWER KEY: See the Answers slide.

TEKS 4.10(E) · Literary Devices · Sheet 28 of 36 · Cluster 6 ·
Module M4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

At first, he had felt disappointed when the rain came. Now he understood why the change had happened.

Which point of view does the author use in this excerpt?

- A** first person, because Jayden tells the story using the word I
- B** first person, because the narrator is one of Jayden's classmates
- C** second person, because the narrator speaks to the reader as you
- D** third person, because a narrator uses "he" to tell Jayden's feelings



TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show

⌚ ~4 min

What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, the kind you see on the state assessment.”

▶ *Read the passage excerpt and the four choices aloud.*

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ *Give think time. Students choose privately before any discussion.*

ANSWER KEY: The answer is D. The narrator is outside the story and uses "he" to describe Jayden.

TEKS 4.10(E) · Literary Devices · Sheet 28 of 36 · Cluster 6 · Module M4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is D.

- A first person, because Jayden tells the story using the word I**
The excerpt uses he, not I.
- B first person, because the narrator is one of Jayden's classmates**
No classmate narrates. A narrator outside the story tells it.
- C second person, because the narrator speaks to the reader as you**
The excerpt does not use you.
- D third person, because a narrator uses "he" to tell Jayden's feelings**
Correct. The narrator is outside the story and uses "he" to describe Jayden.



TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is D. The most important part is understanding why.”

▶ *Reveal each choice and its explanation. Spend time on the wrong answers.*

“The narrator is outside the story and uses "he" to describe Jayden.”

▶ *Have students write one sentence in their own words explaining why D is correct.*

ANSWER KEY: D is correct.

TEKS 4.10(E) · Literary Devices · Sheet 28 of 36 · Cluster 6 · Module M4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Imagery is language that uses the senses: sight, sound, touch, taste, and smell. Authors use imagery so I can see, hear, or feel what is happening in the reading. When I find imagery, I ask: Which words help me picture this, and what sense do they use?

THIS WEEK’S DEVICE

Imagery

from “The Roads Between Us”

Find how the author uses imagery in our reading.

This deck teaches **imagery** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning about imagery. Imagery is language that uses the senses: sight, sound, touch, taste, and smell.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is The Roads Between Us. As we read, we will look closely at the author's words.”

▶ Preview the week: NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 7 Module M1 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(D) • Literary Devices • Sheet 29 of 36 • Cluster 7 •
Module M1 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what imagery means in their own words.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Notice the imagery.

Read this sentence from the reading. Find the words that show imagery.

"The blazing sun and desert air Made every journey need great care."

I CAN I can notice imagery in our reading.

Grade 4 • Cluster 7 • Literary Devices • Monday



TEACHER SAYS & DOES • SLIDE 2 OF 10 •
Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice imagery in our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show imagery."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The imagery is in the words blazing sun, desert air. The reader can feel the burning heat of the sun and the dry desert air.

TEKS 4.10(D) • Literary Devices • Sheet 29 of 36 • Cluster 7 •
Module M1 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows imagery."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Choose the sentence.

Only one of these sentences shows imagery. Which one?

- A. We ask what happened, how, and why,
 B. The blazing sun and desert air
 C. Technology has changed the speed,

I CAN I can choose the sentence that shows imagery and explain why.



TEACHER SAYS & DOES • SLIDE 3 OF 10 •
 Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the sentence that shows imagery and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows imagery. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: B. B helps the reader feel heat with blazing sun. A and C are ideas with no sensory words.

TEKS 4.10(D) • Literary Devices • Sheet 29 of 36 • Cluster 7 •
 Module M1 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what imagery does."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Show what the imagery does.

What does the imagery in this sentence help you see, hear, feel, or understand?

"Across Sahara's sweeping sand, Caravans crossed a difficult land."

I CAN I can explain what imagery does in the reading.



Grade 4 • Cluster 7 • Literary Devices • Wednesday



TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what imagery does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the imagery in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: The reader can picture wide stretches of sand moving across the desert.

TEKS 4.10(D) • Literary Devices • Sheet 29 of 36 • Cluster 7 •
 Module M1 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used imagery."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Explain the author's purpose.

Why does the author use imagery here instead of plain words?

"Than boxes stacked from floor to floor."

I CAN I can explain why the author chose to use imagery.



Grade 4 • Cluster 7 • Literary Devices • Thursday



TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain why the author chose to use imagery."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use imagery here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The poet uses imagery so the reader can feel how hard it was to cross the desert.

TEKS 4.10(D) • Literary Devices • Sheet 29 of 36 • Cluster 7 •
Module M1 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why imagery matters in this text."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Defend the author's choice.

How would the meaning change without the imagery?

"The blazing sun and desert air Made every journey need great care."

I CAN I can defend why the author's imagery matters to the meaning.



Grade 4 • Cluster 7 • Literary Devices • Friday



TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend why the author's imagery matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the imagery?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the imagery, the reader would lose what blazing sun, desert air adds. The reader can feel the burning heat of the sun and the dry desert air.

TEKS 4.10(D) • Literary Devices • Sheet 29 of 36 • Cluster 7 •
Module M1 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find imagery.

On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses imagery.

Copy the exact words.

Then explain: What does this imagery help you see, hear, feel, or understand?

I CAN I can find and explain imagery in our reading on my own.


TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn. On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: Than boxes stacked from floor to floor.

TEKS 4.10(D) · Literary Devices · Sheet 29 of 36 · Cluster 7 ·
Module M1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

Answers, across the five thinking levels.

NOTICE

The imagery is in the words blazing sun, desert air. The reader can feel the burning heat of the sun and the dry desert air.

CHOOSE

B. B helps the reader feel heat with blazing sun. A and C are ideas with no sensory words.

SHOW

The reader can picture wide stretches of sand moving across the desert.

OWN

The poet uses imagery so the reader can feel how hard it was to cross the desert.

DEFEND

Without the imagery, the reader would lose what blazing sun, desert air adds. The reader can feel the burning heat of the sun and the dry desert air.

YOUR TURN

Answers vary. One example: Than boxes stacked from floor to floor.



TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let us check our work across the five thinking levels.”

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 4.10(D) · Literary Devices · Sheet 29 of 36 · Cluster 7 ·
Module M1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Across Sahara's sweeping sand, Caravans crossed a difficult land. The blazing sun and desert air Made every journey need great care.

What do the words "blazing sun" help the reader understand?

- A** the desert trip was extremely hot and hard on travelers
- B** the travelers crossed the desert only at night
- C** the caravans carried the sun's energy to other lands
- D** the desert was cool and comfortable for the caravans



TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show

⌚ ~4 min

What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▶ Read the passage excerpt and the four choices aloud.

"Read all four choices before you decide. Check each one against the exact words in the excerpt."

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is A. "blazing" helps the reader feel the burning heat of the journey.

TEKS 4.10(D) · Literary Devices · Sheet 29 of 36 · Cluster 7 · Module M1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is **A**.

A the desert trip was extremely hot and hard on travelers
Correct. "blazing" helps the reader feel the burning heat of the journey.

B the travelers crossed the desert only at night
The lines describe the sun, so the travel was in daylight.

C the caravans carried the sun's energy to other lands
The sun was not carried. The words describe the heat.

D the desert was cool and comfortable for the caravans
Blazing means very hot, not cool.



TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice and its explanation. Spend time on the wrong answers.*

““blazing” helps the reader feel the burning heat of the journey.”

▶ *Have students write one sentence in their own words explaining why A is correct.*

ANSWER KEY: A is correct.

TEKS 4.10(D) · Literary Devices · Sheet 29 of 36 · Cluster 7 · Module M1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Sound devices are word choices that play with sound, such as rhyme, onomatopoeia, and alliteration.

Authors use them to make writing musical and to help me hear the text.

When I find a sound device, I ask: What sound pattern is here, and what does it add?

THIS WEEK’S DEVICE

Sound Devices

from “The Roads Between Us”

Find how the author uses sound devices in our reading.

This deck teaches **sound devices** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning about sound devices. Sound devices are word choices that play with sound, such as rhyme, onomatopoeia, and alliteration.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is The Roads Between Us. As we read, we will look closely at the author's words.”

▶ Preview the week: NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 7 Module M2 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(D) • Literary Devices • Sheet 30 of 36 • Cluster 7 •
Module M2 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what sound devices means in their own words.

COMMON MISCONCEPTION

Students may call any descriptive sentence a device. Ask them to point to the exact words.

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice sound devices in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Notice the sound devices.

Read this sentence from the reading. Find the words that show sound devices.

"Across Sahara's sweeping sand,"

I CAN I can notice sound devices in our reading.

Grade 4 • Cluster 7 • Literary Devices • Monday



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice sound devices in our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show sound devices."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The sound devices is in the words Sahara's, sweeping, sand. Sahara's, sweeping, and sand all begin with the s sound. This alliteration sounds like wind blowing sand.

TEKS 4.10(D) • Literary Devices • Sheet 30 of 36 • Cluster 7 •
Module M2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may describe the topic instead of the author's words.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows sound devices."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Choose the sentence.

Only one of these sentences shows sound devices. Which one?

- A. Centuries later, ships set sail,
B. Study whose experience we can trust.
C. Technology has changed the speed,

I CAN I can choose the sentence that shows sound devices and explain why.

Grade 4 • Cluster 7 • Literary Devices • Tuesday



TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the sentence that shows sound devices and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows sound devices. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: A. A repeats the s sound at the start of ships, set, sail. B and C do not repeat beginning sounds.

TEKS 4.10(D) • Literary Devices • Sheet 30 of 36 • Cluster 7 •
Module M2 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may describe the topic instead of the author's words.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what sound devices does."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Show what the sound devices does.

What does the sound devices in this sentence help you see, hear, feel, or understand?

"Centuries later, ships set sail,"

I CAN I can explain what sound devices does in the reading.



Grade 4 • Cluster 7 • Literary Devices • Wednesday



TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what sound devices does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the sound devices in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: Ships, set, and sail repeat the s sound, which makes the line smooth and musical.

TEKS 4.10(D) • Literary Devices • Sheet 30 of 36 • Cluster 7 •
Module M2 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may describe the topic instead of the author's words.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used sound devices."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Explain the author's purpose.

Why does the author use sound devices here instead of plain words?

"A river bends, a pathway turns, A traveler watches, listens, learns."

I CAN I can explain why the author chose to use sound devices.



Grade 4 • Cluster 7 • Literary Devices • Thursday



TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain why the author chose to use sound devices."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use sound devices here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The poet uses alliteration and rhyme so the poem sounds musical and the reader can hear the journeys it describes.

TEKS 4.10(D) • Literary Devices • Sheet 30 of 36 • Cluster 7 •
Module M2 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may describe the topic instead of the author's words.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why sound devices matters in this text."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Defend the author's choice.

How would the meaning change without the sound devices?

"Across Sahara's sweeping sand,"

I CAN I can defend why the author's sound devices matters to the meaning.



Grade 4 • Cluster 7 • Literary Devices • Friday



TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend why the author's sound devices matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the sound devices?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the sound devices, the reader would lose what Sahara's, sweeping, sand adds. Sahara's, sweeping, and sand all begin with the s sound. This alliteration sounds like wind blowing sand.

TEKS 4.10(D) • Literary Devices • Sheet 30 of 36 • Cluster 7 •
Module M2 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may describe the topic instead of the author's words.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find sound devices.

On your tracking sheet, find one more example of sound devices in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses sound devices.

Copy the exact words.

Then explain: What does this sound devices help you see, hear, feel, or understand?

I CAN I can find and explain sound devices in our reading on my own.


TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn. On your tracking sheet, find one more example of sound devices in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: A river bends, a pathway turns, A traveler watches, listens, learns.

TEKS 4.10(D) · Literary Devices · Sheet 30 of 36 · Cluster 7 ·
Module M2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may pick any sentence.

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

Answers, across the five thinking levels.

NOTICE

The sound devices is in the words Sahara's, sweeping, sand. Sahara's, sweeping, and sand all begin with the s sound. This alliteration sounds like wind blowing sand.

CHOOSE

A. A repeats the s sound at the start of ships, set, sail. B and C do not repeat beginning sounds.

SHOW

Ships, set, and sail repeat the s sound, which makes the line smooth and musical.

OWN

The poet uses alliteration and rhyme so the poem sounds musical and the reader can hear the journeys it describes.

DEFEND

Without the sound devices, the reader would lose what Sahara's, sweeping, sand adds. Sahara's, sweeping, and sand all begin with the s sound. This alliteration sounds like wind blowing sand.

YOUR TURN

Answers vary. One example: A river bends, a pathway turns, A traveler watches, listens, learns.



TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let us check our work across the five thinking levels.”

▶ Reveal the answers one level at a time. Students check their tracking sheet.

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ Celebrate explanations that name the exact words.

ANSWER KEY: See the Answers slide.

TEKS 4.10(D) · Literary Devices · Sheet 30 of 36 · Cluster 7 ·
Module M2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Centuries later, ships set sail, Across Atlantic wind and gale.

Which sound device appears in the words "ships set sail"?

- A** onomatopoeia, because the words sound like waves crashing
- B** alliteration, because the words begin with the same s sound
- C** simile, because the words compare ships to birds using like
- D** hyperbole, because the words exaggerate how many ships sailed



TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show
What You Know

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▶ Read the passage excerpt and the four choices aloud.

"Read all four choices before you decide. Check each one against the exact words in the excerpt."

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is B. Ships, set, and sail repeat the same beginning sound.

TEKS 4.10(D) · Literary Devices · Sheet 30 of 36 · Cluster 7 ·
Module M2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is **B**.

- A** **onomatopoeia, because the words sound like waves crashing**
These words do not imitate a sound. They repeat a beginning sound.
- B** **alliteration, because the words begin with the same s sound**
Correct. Ships, set, and sail repeat the same beginning sound.
- C** **simile, because the words compare ships to birds using like**
There is no like or as, and nothing is compared.
- D** **hyperbole, because the words exaggerate how many ships sailed**
Nothing is exaggerated in these words.



TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B. The most important part is understanding why.”

▶ *Reveal each choice and its explanation. Spend time on the wrong answers.*

“Ships, set, and sail repeat the same beginning sound.”

▶ *Have students write one sentence in their own words explaining why B is correct.*

ANSWER KEY: B is correct.

TEKS 4.10(D) · Literary Devices · Sheet 30 of 36 · Cluster 7 · Module M2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

A metaphor says one thing IS another, different thing, without like or as.

The comparison helps me understand an idea in a new way.

When I find a metaphor, I ask: What two things are compared, and what does the comparison mean?

THIS WEEK’S DEVICE

Metaphor

from “The Roads Between Us”

Find how the author uses metaphor in our reading.

This deck teaches **metaphor** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning about metaphor. A metaphor says one thing IS another, different thing, without like or as.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is The Roads Between Us. As we read, we will look closely at the author's words.”

▶ Preview the week: *NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

PREP & MATERIALS: the Literary Devices slide deck for Cluster 7 Module M3 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(D) • Literary Devices • Sheet 31 of 36 • Cluster 7 •
Module M3 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what metaphor means in their own words.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice metaphor in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Notice the metaphor.

Read this sentence from the reading. Find the words that show metaphor.

"The roads became a woven thread, Connecting things that people said."

I CAN I can notice metaphor in our reading.

Grade 4 • Cluster 7 • Literary Devices • Monday



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice metaphor in our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show metaphor."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The metaphor is in the words The roads became a woven thread. The metaphor says the roads are a woven thread, showing how they tie people and ideas together.

TEKS 4.10(D) • Literary Devices • Sheet 31 of 36 • Cluster 7 •
Module M3 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows metaphor."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Choose the sentence.

Only one of these sentences shows metaphor. Which one?

- A. A farmer grows a field of grain
 B. The roads became a woven thread,
 C. Great ships can carry goods away

I CAN I can choose the sentence that shows metaphor and explain why.



TEACHER SAYS & DOES • SLIDE 3 OF 10 •
 Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the sentence that shows metaphor and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows metaphor. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: B. B says roads are a woven thread, comparing two unlike things. A and C mean exactly what they say.

TEKS 4.10(D) • Literary Devices • Sheet 31 of 36 • Cluster 7 •
 Module M3 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what metaphor does."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Show what the metaphor does.

What does the metaphor in this sentence help you see, hear, feel, or understand?

"But every road can carry more Than boxes stacked from floor to floor. It carries language, thought, and art, And pieces of the human heart."

I CAN I can explain what metaphor does in the reading.



Grade 4 • Cluster 7 • Literary Devices • Wednesday



TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what metaphor does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the metaphor in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: The road cannot carry real pieces of a heart. The metaphor means roads carry feelings and caring between people.

TEKS 4.10(D) • Literary Devices • Sheet 31 of 36 • Cluster 7 •
 Module M3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used metaphor."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Explain the author's purpose.

Why does the author use metaphor here instead of plain words?

"The roads became a woven thread, Connecting things that people said."

I CAN I can explain why the author chose to use metaphor.



Grade 4 • Cluster 7 • Literary Devices • Thursday



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain why the author chose to use metaphor."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use metaphor here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The poet uses metaphor to help the reader see that trade routes connect people the way threads are woven into cloth.

TEKS 4.10(D) • Literary Devices • Sheet 31 of 36 • Cluster 7 •
Module M3 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why metaphor matters in this text."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Defend the author's choice.

How would the meaning change without the metaphor?

"The roads became a woven thread, Connecting things that people said."

I CAN I can defend why the author's metaphor matters to the meaning.



Grade 4 • Cluster 7 • Literary Devices • Friday



TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend why the author's metaphor matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the metaphor?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the metaphor, the reader would lose what The roads became a woven thread adds. The metaphor says the roads are a woven thread, showing how they tie people and ideas together.

TEKS 4.10(D) • Literary Devices • Sheet 31 of 36 • Cluster 7 •
Module M3 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing IS a different thing.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find metaphor.

On your tracking sheet, find one more example of metaphor in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses metaphor.

Copy the exact words.

Then explain: What does this metaphor help you see, hear, feel, or understand?

I CAN I can find and explain metaphor in our reading on my own.


TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn. On your tracking sheet, find one more example of metaphor in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: But every road can carry more Than boxes stacked from floor to floor. It carries language, thought, and art, And pieces of the human heart.

TEKS 4.10(D) · Literary Devices · Sheet 31 of 36 · Cluster 7 ·
Module M3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may call any strong statement a metaphor. A metaphor says one thing **IS** a different thing.

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

Answers, across the five thinking levels.

NOTICE

The metaphor is in the words The roads became a woven thread. The metaphor says the roads are a woven thread, showing how they tie people and ideas together.

CHOOSE

B. B says roads are a woven thread, comparing two unlike things. A and C mean exactly what they say.

SHOW

The road cannot carry real pieces of a heart. The metaphor means roads carry feelings and caring between people.

OWN

The poet uses metaphor to help the reader see that trade routes connect people the way threads are woven into cloth.

DEFEND

Without the metaphor, the reader would lose what The roads became a woven thread adds. The metaphor says the roads are a woven thread, showing how they tie people and ideas together.

YOUR TURN

Answers vary. One example: But every road can carry more Than boxes stacked from floor to floor. It carries language, thought, and art, And pieces of the human heart.



TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let us check our work across the five thinking levels.”

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 4.10(D) · Literary Devices · Sheet 31 of 36 · Cluster 7 ·
Module M3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

The roads became a woven thread, Connecting things that people said.**What does the poet mean by saying "The roads became a woven thread"?**

- A** the roads were made out of real thread and string
- B** the roads were very thin and hard for people to see
- C** the roads tied people and ideas together like threads in cloth
- D** the roads were used mostly to carry cloth to markets



TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show

What You Know

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▶ Read the passage excerpt and the four choices aloud.

"Read all four choices before you decide. Check each one against the exact words in the excerpt."

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is C. The metaphor compares roads to thread to show how they connect people.

TEKS 4.10(D) · Literary Devices · Sheet 31 of 36 · Cluster 7 · Module M3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is C.

- A** the roads were made out of real thread and string
This reads the words literally. The roads were not made of thread.
- B** the roads were very thin and hard for people to see
The metaphor is about connecting, not being thin.
- C** the roads tied people and ideas together like threads in cloth
Correct. The metaphor compares roads to thread to show how they connect people.
- D** the roads were used mostly to carry cloth to markets
The lines are about connecting people, not carrying cloth.



TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is C. The most important part is understanding why.”

▶ *Reveal each choice and its explanation. Spend time on the wrong answers.*

“The metaphor compares roads to thread to show how they connect people.”

▶ *Have students write one sentence in their own words explaining why C is correct.*

ANSWER KEY: C is correct.

TEKS 4.10(D) · Literary Devices · Sheet 31 of 36 · Cluster 7 · Module M3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Contrast is when an author places two very different ideas side by side.

The difference helps the reader notice a change or an important idea.

When I find contrast, I ask: What two things are different, and why does the author show both?

THIS WEEK’S DEVICE

Contrast

from “The Roads Between Us”

Find how the author uses contrast in our reading.

This deck teaches **contrast** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning about contrast. Contrast is when an author places two very different ideas side by side.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is The Roads Between Us. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 7 Module M4 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(D) • Literary Devices • Sheet 32 of 36 • Cluster 7 •
Module M4 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what contrast means in their own words.

COMMON MISCONCEPTION

Students may call any descriptive sentence a device. Ask them to point to the exact words.

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice contrast in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Notice the contrast.

Read this sentence from the reading. Find the words that show contrast.

"Salt traveled south and gold went north,"

I CAN I can notice contrast in our reading.

Grade 4 • Cluster 7 • Literary Devices • Monday



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice contrast in our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show contrast."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The contrast is in the words south, north. South and north are opposite directions, showing goods moving both ways in trade.

TEKS 4.10(D) • Literary Devices • Sheet 32 of 36 • Cluster 7 •
Module M4 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may describe the topic instead of the author's words.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows contrast."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Choose the sentence.

Only one of these sentences shows contrast. Which one?

- A. Salt traveled south and gold went north,
B. A farmer grows a field of grain
C. Great ships can carry goods away

I CAN I can choose the sentence that shows contrast and explain why.



Grade 4 • Cluster 7 • Literary Devices • Tuesday



TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the sentence that shows contrast and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows contrast. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: A. A places two opposite directions side by side. B and C describe actions with no contrast.

TEKS 4.10(D) • Literary Devices • Sheet 32 of 36 • Cluster 7 •
Module M4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may describe the topic instead of the author's words.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what contrast does."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Show what the contrast does.

What does the contrast in this sentence help you see, hear, feel, or understand?

"Connections sometimes brought new choice; At other times, they silenced voice."

I CAN I can explain what contrast does in the reading.



Grade 4 • Cluster 7 • Literary Devices • Wednesday



TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what contrast does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the contrast in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: The contrast shows that meeting other people could help some and harm others.

TEKS 4.10(D) • Literary Devices • Sheet 32 of 36 • Cluster 7 •
 Module M4 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may describe the topic instead of the author's words.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used contrast."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Explain the author's purpose.

Why does the author use contrast here instead of plain words?

"In visible and hidden ways."

I CAN I can explain why the author chose to use contrast.



Grade 4 • Cluster 7 • Literary Devices • Thursday



TEACHER SAYS & DOES • SLIDE 5 OF 10 •
Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain why the author chose to use contrast."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use contrast here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The poet uses contrast to show that connections between people can go both ways and can bring both good and harm.

TEKS 4.10(D) • Literary Devices • Sheet 32 of 36 • Cluster 7 •
Module M4 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may describe the topic instead of the author's words.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why contrast matters in this text."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Defend the author's choice.

How would the meaning change without the contrast?

"Salt traveled south and gold went north,"

I CAN I can defend why the author's contrast matters to the meaning.

Grade 4 • Cluster 7 • Literary Devices • Friday



TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend why the author's contrast matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the contrast?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the contrast, the reader would lose what south, north adds. South and north are opposite directions, showing goods moving both ways in trade.

TEKS 4.10(D) • Literary Devices • Sheet 32 of 36 • Cluster 7 •
Module M4 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may describe the topic instead of the author's words.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find contrast.

On your tracking sheet, find one more example of contrast in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses contrast.

Copy the exact words.

Then explain: What does this contrast help you see, hear, feel, or understand?

I CAN I can find and explain contrast in our reading on my own.


TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn. On your tracking sheet, find one more example of contrast in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: In visible and hidden ways.

TEKS 4.10(D) · Literary Devices · Sheet 32 of 36 · Cluster 7 ·
Module M4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may pick any sentence.

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

Answers, across the five thinking levels.**NOTICE**

The contrast is in the words south, north. South and north are opposite directions, showing goods moving both ways in trade.

CHOOSE

A. A places two opposite directions side by side. B and C describe actions with no contrast.

SHOW

The contrast shows that meeting other people could help some and harm others.

OWN

The poet uses contrast to show that connections between people can go both ways and can bring both good and harm.

DEFEND

Without the contrast, the reader would lose what south, north adds. South and north are opposite directions, showing goods moving both ways in trade.

YOUR TURN

Answers vary. One example: In visible and hidden ways.


TEACHER SAYS & DOES · SLIDE 8 OF 10 ·
Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let us check our work across the five thinking levels.”

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 4.10(D) · Literary Devices · Sheet 32 of 36 · Cluster 7 ·
Module M4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Connections sometimes brought new choice; At other times, they silenced voice.

What idea does the contrast in these lines show?

- A** meeting other groups always made everyone happy and free
- B** people stopped talking to each other after trade began
- C** connections between groups only happened a few times
- D** meeting other groups could bring both new chances and harm



TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show

⌚ ~4 min

What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, the kind you see on the state assessment.”

▶ Read the passage excerpt and the four choices aloud.

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is D. The lines set new choice against silenced voice to show both results.

TEKS 4.10(D) · Literary Devices · Sheet 32 of 36 · Cluster 7 · Module M4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is D.

- A meeting other groups always made everyone happy and free**
The second line shows that some people were harmed.
- B people stopped talking to each other after trade began**
Silenced voice is about some groups losing power, not everyone.
- C connections between groups only happened a few times**
Sometimes and at other times show two results, not how rare it was.
- D meeting other groups could bring both new chances and harm**
Correct. The lines set new choice against silenced voice to show both results.



TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is D. The most important part is understanding why.”

▶ *Reveal each choice and its explanation. Spend time on the wrong answers.*

“The lines set new choice against silenced voice to show both results.”

▶ *Have students write one sentence in their own words explaining why D is correct.*

ANSWER KEY: D is correct.

TEKS 4.10(D) · Literary Devices · Sheet 32 of 36 · Cluster 7 · Module M4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Imagery is language that uses the senses: sight, sound, touch, taste, and smell. Authors use imagery so I can see, hear, or feel what is happening in the reading. When I find imagery, I ask: Which words help me picture this, and what sense do they use?

THIS WEEK’S DEVICE

Imagery

from “What Shapes a Society?”

Find how the author uses imagery in our reading.

This deck teaches **imagery** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning about imagery. Imagery is language that uses the senses: sight, sound, touch, taste, and smell.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is What Shapes a Society?. As we read, we will look closely at the author's words.”

▶ Preview the week: NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 8 Module M1 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(D) • Literary Devices • Sheet 33 of 36 • Cluster 8 •
Module M1 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what imagery means in their own words.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice imagery in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Notice the imagery.

Read this sentence from the reading. Find the words that show imagery.

"People may live near a river, on a grassy plain, beside an ocean, in a forest, or in a dry region where water is difficult to find."

I CAN I can notice imagery in our reading.

Grade 4 • Cluster 8 • Literary Devices • Monday



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice imagery in our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show imagery."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The imagery is in the words grassy plain, dry region. The sight words grassy and dry help the reader picture very different places people live.

TEKS 4.10(D) • Literary Devices • Sheet 33 of 36 • Cluster 8 •
Module M1 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows imagery."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Choose the sentence.

Only one of these sentences shows imagery. Which one?

- A. The Great Plains has wide open spaces that support farming and ranching.
B. That difference matters.
C. This is trade.

I CAN I can choose the sentence that shows imagery and explain why.



Grade 4 • Cluster 8 • Literary Devices • Tuesday



TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the sentence that shows imagery and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows imagery. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: A. A gives a picture of wide open land. B and C are short statements with no sensory detail.

TEKS 4.10(D) • Literary Devices • Sheet 33 of 36 • Cluster 8 •
Module M1 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what imagery does."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Show what the imagery does.

What does the imagery in this sentence help you see, hear, feel, or understand?

"The Great Plains has wide open spaces that support farming and ranching."

I CAN I can explain what imagery does in the reading.



Grade 4 • Cluster 8 • Literary Devices • Wednesday



TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what imagery does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the imagery in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: The reader can picture flat, open land stretching far away.

TEKS 4.10(D) • Literary Devices • Sheet 33 of 36 • Cluster 8 •
Module M1 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used imagery."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Explain the author's purpose.

Why does the author use imagery here instead of plain words?

"Wind can dry soil or blow dust, but it can also turn turbines."

I CAN I can explain why the author chose to use imagery.



Grade 4 • Cluster 8 • Literary Devices • Thursday



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain why the author chose to use imagery."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use imagery here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses imagery so the reader can picture how different places shape the way people live.

TEKS 4.10(D) • Literary Devices • Sheet 33 of 36 • Cluster 8 •
Module M1 • slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why imagery matters in this text."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Defend the author's choice.

How would the meaning change without the imagery?

"People may live near a river, on a grassy plain, beside an ocean, in a forest, or in a dry region where water is difficult to find."

I CAN I can defend why the author's imagery matters to the meaning.



Grade 4 • Cluster 8 • Literary Devices • Friday



TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend why the author's imagery matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the imagery?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the imagery, the reader would lose what grassy plain, dry region adds. The sight words grassy and dry help the reader picture very different places people live.

TEKS 4.10(D) • Literary Devices • Sheet 33 of 36 • Cluster 8 •
Module M1 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find imagery.

On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses imagery.

Copy the exact words.

Then explain: What does this imagery help you see, hear, feel, or understand?

I CAN I can find and explain imagery in our reading on my own.


**TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN**

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn. On your tracking sheet, find one more example of imagery in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: Wind can dry soil or blow dust, but it can also turn turbines.

TEKS 4.10(D) · Literary Devices · Sheet 33 of 36 · Cluster 8 ·
Module M1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may call any description imagery. Imagery needs sensory words the reader can see, hear, touch, taste, or smell.

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

Answers, across the five thinking levels.**NOTICE**

The imagery is in the words grassy plain, dry region. The sight words grassy and dry help the reader picture very different places people live.

CHOOSE

A. A gives a picture of wide open land. B and C are short statements with no sensory detail.

SHOW

The reader can picture flat, open land stretching far away.

OWN

The author uses imagery so the reader can picture how different places shape the way people live.

DEFEND

Without the imagery, the reader would lose what grassy plain, dry region adds. The sight words grassy and dry help the reader picture very different places people live.

YOUR TURN

Answers vary. One example: Wind can dry soil or blow dust, but it can also turn turbines.


TEACHER SAYS & DOES · SLIDE 8 OF 10 ·
Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let us check our work across the five thinking levels.”

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 4.10(D) · Literary Devices · Sheet 33 of 36 · Cluster 8 ·
Module M1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Wind can dry soil or blow dust, but it can also turn turbines.

Which words help the reader picture what wind can do?

- A** "dry soil" and "blow dust"
- B** "it can also"
- C** "but it can also turn turbines"
- D** "but"



TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show
What You Know

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, the kind you see on the state assessment.”

▶ *Read the passage excerpt and the four choices aloud.*

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ *Give think time. Students choose privately before any discussion.*

ANSWER KEY: The answer is A. These words help the reader see dusty, dry land in the wind.

TEKS 4.10(D) · Literary Devices · Sheet 33 of 36 · Cluster 8 ·
Module M1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is **A**.

A "dry soil" and "blow dust"
Correct. These words help the reader see dusty, dry land in the wind.

B "it can also"
These words connect ideas. They do not create a picture.

C "but it can also turn turbines"
These words tell a use for wind. They do not paint the picture of dust.

D "but"
This word shows a change of idea, not a picture.



TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A. The most important part is understanding why.”

▶ *Reveal each choice and its explanation. Spend time on the wrong answers.*

“These words help the reader see dusty, dry land in the wind.”

▶ *Have students write one sentence in their own words explaining why A is correct.*

ANSWER KEY: A is correct.

TEKS 4.10(D) · Literary Devices · Sheet 33 of 36 · Cluster 8 · Module M1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Repetition is when an author repeats a word or phrase on purpose.

Contrast is when the author places two different ideas side by side.

Both devices point the reader toward what the author thinks is important.

THIS WEEK’S DEVICE

Repetition and Contrast

from “What Shapes a Society?”

Find how the author uses repetition and contrast in our reading.

This deck teaches **repetition and contrast** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning about repetition and contrast. Repetition is when an author repeats a word or phrase on purpose.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is What Shapes a Society?. As we read, we will look closely at the author's words.”

▶ Preview the week: NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 8 Module M2 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(D) • Literary Devices • Sheet 34 of 36 • Cluster 8 •
Module M2 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what repetition and contrast means in their own words.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can notice repetition and contrast in the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Notice the repetition and contrast.

Read this sentence from the reading. Find the words that show repetition and contrast.

"Places create possibilities. Resources create opportunities and limits. Connections create change. People decide what to do next."

I CAN I can notice repetition and contrast in our reading.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice repetition and contrast in our reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Find the words that show repetition and contrast."

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: The repetition and contrast is in the words create, create, create. Repeating create builds a pattern, then the last sentence breaks it to show that people make the final choice.

TEKS 4.10(D) • Literary Devices • Sheet 34 of 36 • Cluster 8 •
Module M2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows repetition and contrast."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Choose the sentence.

Only one of these sentences shows repetition and contrast. Which one?

- A. Places create possibilities. Resources create opportunities and limits. Connections create change. People decide what to do next.**
- B. Climate is another part of geography.**
- C. This is trade.**

I CAN I can choose the sentence that shows repetition and contrast and explain why.



TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the sentence that shows repetition and contrast and explain why."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Only one of these sentences shows repetition and contrast. Which one?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: A. A repeats create on purpose to build a pattern. B and C are single facts with no repetition.

TEKS 4.10(D) • Literary Devices • Sheet 34 of 36 • Cluster 8 •
 Module M2 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can show what repetition and contrast does."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Show what the repetition and contrast does.

What does the repetition and contrast in this sentence help you see, hear, feel, or understand?

"Two places may have access to the same technology but make different choices about using it."

I CAN I can explain what repetition and contrast does in the reading.



Grade 4 • Cluster 8 • Literary Devices • Wednesday



TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what repetition and contrast does in the reading."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What does the repetition and contrast in this sentence help you see, hear, feel, or understand?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: The contrast of same and different shows that people, not only places, shape a society.

TEKS 4.10(D) • Literary Devices • Sheet 34 of 36 • Cluster 8 •
Module M2 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used repetition and contrast."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Explain the author's purpose.

Why does the author use repetition and contrast here instead of plain words?

"Two societies may live near rivers and use them differently."

I CAN I can explain why the author chose to use repetition and contrast.



Grade 4 · Cluster 8 · Literary Devices · Thursday



TEACHER SAYS & DOES · SLIDE 5 OF 10 ·
Thursday · OWN · Advanced

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain why the author chose to use repetition and contrast."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use repetition and contrast here instead of plain words?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses repetition and contrast to sum up the big idea that places shape societies but people make the choices.

TEKS 4.10(D) · Literary Devices · Sheet 34 of 36 · Cluster 8 ·
Module M2 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend why repetition and contrast matters in this text."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Defend the author's choice.

How would the meaning change without the repetition and contrast?

"Places create possibilities. Resources create opportunities and limits. Connections create change. People decide what to do next."

I CAN I can defend why the author's repetition and contrast matters to the meaning.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend why the author's repetition and contrast matters to the meaning."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would the meaning change without the repetition and contrast?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: Without the repetition and contrast, the reader would lose what create, create, create adds. Repeating create builds a pattern, then the last sentence breaks it to show that people make the final choice.

TEKS 4.10(D) • Literary Devices • Sheet 34 of 36 • Cluster 8 •
Module M2 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn to find repetition and contrast.

On your tracking sheet, find one more example of repetition and contrast in the reading. Copy the exact words.

Go back to the reading.

Find one more sentence that uses repetition and contrast.

Copy the exact words.

Then explain: What does this repetition and contrast help you see, hear, feel, or understand?

I CAN I can find and explain repetition and contrast in our reading on my own.


TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn. On your tracking sheet, find one more example of repetition and contrast in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. One example: Two societies may live near rivers and use them differently.

TEKS 4.10(D) · Literary Devices · Sheet 34 of 36 · Cluster 8 ·
Module M2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may point to any repeated word. Look for a word or idea the author repeats or contrasts on purpose.

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

Answers, across the five thinking levels.

NOTICE

The repetition and contrast is in the words create, create, create. Repeating create builds a pattern, then the last sentence breaks it to show that people make the final choice.

CHOOSE

A. A repeats create on purpose to build a pattern. B and C are single facts with no repetition.

SHOW

The contrast of same and different shows that people, not only places, shape a society.

OWN

The author uses repetition and contrast to sum up the big idea that places shape societies but people make the choices.

DEFEND

Without the repetition and contrast, the reader would lose what create, create, create adds. Repeating create builds a pattern, then the last sentence breaks it to show that people make the final choice.

YOUR TURN

Answers vary. One example: Two societies may live near rivers and use them differently.



TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let us check our work across the five thinking levels.”

▶ Reveal the answers one level at a time. Students check their tracking sheet.

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ Celebrate explanations that name the exact words.

ANSWER KEY: See the Answers slide.

TEKS 4.10(D) · Literary Devices · Sheet 34 of 36 · Cluster 8 ·
Module M2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Places create possibilities. Resources create opportunities and limits. Connections create change. People decide what to do next.

Why does the author repeat the word "create" and then end with "People decide"?

- A** to show that places and resources make every choice for people
- B** to show that many things shape a society but people make the final choice
- C** to show that the author forgot to use a different word
- D** to show that connections between places never cause change



TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▶ *Read the passage excerpt and the four choices aloud.*

"Read all four choices before you decide. Check each one against the exact words in the excerpt."

▶ *Give think time. Students choose privately before any discussion.*

ANSWER KEY: The answer is B. The pattern of "create" is broken by "People decide" to stress human choice.

TEKS 4.10(D) · Literary Devices · Sheet 34 of 36 · Cluster 8 · Module M2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is B.

- A** to show that places and resources make every choice for people
The last sentence says people decide, not places.
- B** to show that many things shape a society but people make the final choice
Correct. The pattern of "create" is broken by "People decide" to stress human choice.
- C** to show that the author forgot to use a different word
The repetition is a planned pattern for emphasis.
- D** to show that connections between places never cause change
The excerpt says connections create change.



TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B. The most important part is understanding why.”

▶ *Reveal each choice and its explanation. Spend time on the wrong answers.*

“The pattern of "create" is broken by "People decide" to stress human choice.”

▶ *Have students write one sentence in their own words explaining why B is correct.*

ANSWER KEY: B is correct.

TEKS 4.10(D) · Literary Devices · Sheet 34 of 36 · Cluster 8 · Module M2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Literal language means exactly what the words say.

Figurative language uses words in an unusual way to compare, exaggerate, or create a picture.

When I read, I ask: Does this mean exactly what it says, or is the author using words in a special way?

THIS WEEK’S DEVICE

Literal and Figurative Language

from “Five Forces That Shape a Society”

Find how the author uses literal and figurative language in our reading.

This deck teaches **literal and figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning about literal and figurative language. Literal language means exactly what the words say.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is Five Forces That Shape a Society. As we read, we will look closely at the author's words.”

▶ Preview the week: **NOTICE**, **CHOOSE**, **SHOW**, **OWN**, and **DEFEND**.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 8 Module M3 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(D) • Literary Devices • Sheet 35 of 36 • Cluster 8 •
Module M3 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what literal and figurative language means in their own words.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can tell if language is literal or figurative."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Literal or figurative?

Read this sentence from the reading. Does it mean exactly what it says?

"Texas has four major physical regions: the Coastal Plains, North Central Plains, Great Plains, and Mountains and Basins."

I CAN I can tell whether the author's words are literal or figurative.



TEACHER SAYS & DOES • SLIDE 2 OF 10 •
Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can tell whether the author's words are literal or figurative."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Does it mean exactly what it says?"

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: This is literal. It names the real regions of Texas.

TEKS 4.10(D) • Literary Devices • Sheet 35 of 36 • Cluster 8 •
Module M3 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can compare sentences from the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Choose the sentence.

All three are literal. Which one tells what a kingdom was famous for?

A. Texas has four major physical regions: the Coastal Plains, North Central Plains, Great Plains, and Mountains and Basins.

B. Mali was known for its gold.

C. People could travel between communities and exchange goods.

I CAN I can compare sentences and explain my choice.



Grade 4 • Cluster 8 • Literary Devices • Tuesday



TEACHER SAYS & DOES • SLIDE 3 OF 10 •
Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can compare sentences and explain my choice."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"All three are literal. Which one tells what a kingdom was famous for?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: B. All three are literal. B tells what one kingdom was famous for.

TEKS 4.10(D) • Literary Devices • Sheet 35 of 36 • Cluster 8 •
Module M3 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can explain what literal language tells me."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Show what the words tell you.

What exact information does this sentence give the reader?

"Mali was known for its gold."

I CAN I can explain what literal language tells the reader.



Grade 4 • Cluster 8 • Literary Devices • Wednesday



TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what literal language tells the reader."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What exact information does this sentence give the reader?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: This is literal. Mali really was famous for gold.

TEKS 4.10(D) • Literary Devices • Sheet 35 of 36 • Cluster 8 •
Module M3 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used literal language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Explain the author's purpose.

Why does the author use plain, literal words here?

"People could travel between communities and exchange goods."

I CAN I can explain why the author chose literal language.



Grade 4 · Cluster 8 · Literary Devices · Thursday



TEACHER SAYS & DOES · SLIDE 5 OF 10 ·
Thursday · OWN · Advanced

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain why the author chose literal language."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use plain, literal words here?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses literal language so the reader can use these sentences as exact evidence for a claim.

TEKS 4.10(D) · Literary Devices · Sheet 35 of 36 · Cluster 8 ·
Module M3 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend how literal language fits this text."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Defend the author's choice.

How would a figurative version change what the reader understands?

"Texas has four major physical regions: the Coastal Plains, North Central Plains, Great Plains, and Mountains and Basins."

I CAN I can defend why the author's literal language fits the text.



Grade 4 • Cluster 8 • Literary Devices • Friday



TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend why the author's literal language fits the text."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would a figurative version change what the reader understands?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: This is literal. It names the real regions of Texas.

TEKS 4.10(D) • Literary Devices • Sheet 35 of 36 • Cluster 8 •
Module M3 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn: literal or figurative?

On your tracking sheet, find a sentence that is literal, and tell how you know in the reading. Copy the exact words.

Go back to the reading.

Find one sentence that is literal.

Copy the exact words.

Then explain: How do you know it means exactly what it says?

I CAN I can find literal language and explain how I know.


**TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN**

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn. On your tracking sheet, find a sentence that is literal, and tell how you know in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. Any literal sentence from the reading, such as: Mali was known for its gold.

TEKS 4.10(D) · Literary Devices · Sheet 35 of 36 · Cluster 8 ·
Module M3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

Answers, across the five thinking levels.

NOTICE

This is literal. It names the real regions of Texas.

CHOOSE

B. All three are literal. B tells what one kingdom was famous for.

SHOW

This is literal. Mali really was famous for gold.

OWN

The author uses literal language so the reader can use these sentences as exact evidence for a claim.

DEFEND

This is literal. It names the real regions of Texas.

YOUR TURN

Answers vary. Any literal sentence from the reading, such as: Mali was known for its gold.



TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let us check our work across the five thinking levels.”

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 4.10(D) · Literary Devices · Sheet 35 of 36 · Cluster 8 ·
Module M3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Mali was known for its gold.

Is this sentence literal or figurative, and why?

- A** figurative, because it compares Mali to a pile of shining gold
- B** figurative, because a kingdom cannot really be known for anything
- C** literal, because Mali really was famous for having gold
- D** literal, because the word "gold" is repeated for emphasis



TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show

⌚ ~4 min

What You Know

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, the kind you see on the state assessment.”

▶ *Read the passage excerpt and the four choices aloud.*

“Read all four choices before you decide. Check each one against the exact words in the excerpt.”

▶ *Give think time. Students choose privately before any discussion.*

ANSWER KEY: The answer is C. The words mean exactly what they say. It is a fact.

TEKS 4.10(D) · Literary Devices · Sheet 35 of 36 · Cluster 8 · Module M3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is C.

- A** **figurative, because it compares Mali to a pile of shining gold**
Nothing is compared. The sentence states a fact.
- B** **figurative, because a kingdom cannot really be known for anything**
Places can be known for things. The words are literal.
- C** **literal, because Mali really was famous for having gold**
Correct. The words mean exactly what they say. It is a fact.
- D** **literal, because the word "gold" is repeated for emphasis**
It is literal, but gold appears only once.



TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is C. The most important part is understanding why.”

▶ *Reveal each choice and its explanation. Spend time on the wrong answers.*

“The words mean exactly what they say. It is a fact.”

▶ *Have students write one sentence in their own words explaining why C is correct.*

ANSWER KEY: C is correct.

TEKS 4.10(D) · Literary Devices · Sheet 35 of 36 · Cluster 8 · Module M3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.

EXACT TEKS WORDING (FROM TEA)

“describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes”

WHAT DOES THIS MEAN TO ME?

Literal language means exactly what the words say.

Figurative language uses words in an unusual way to compare, exaggerate, or create a picture.

When I read, I ask: Does this mean exactly what it says, or is the author using words in a special way?

THIS WEEK’S DEVICE

Literal and Figurative Language

from “The Evidence Room”

Find how the author uses literal and figurative language in our reading.

This deck teaches **literal and figurative language** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning about literal and figurative language. Literal language means exactly what the words say.”

▶ Show the cover slide. Read the exact TEKS wording aloud, then read the What Does This Mean to Me box.

“Our reading this week is The Evidence Room. As we read, we will look closely at the author's words.”

▶ Preview the week: NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

PREP & MATERIALS: the Literary Devices slide deck for Cluster 8 Module M4 • a class or student copy of the reading • the student tracking sheet • pencils

TEKS 4.10(D) • Literary Devices • Sheet 36 of 36 • Cluster 8 •
Module M4 • slide 1 of 10

CHECK FOR UNDERSTANDING

Ask a student to say what literal and figurative language means in their own words.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RAISE THE THINKING

Ask why an author might choose these words instead of other words.

TODAY'S THINKING JOB

NOTICE

"I can tell if language is literal or figurative."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Literal or figurative?

Read this sentence from the reading. Does it mean exactly what it says?

"Merchants traveled across the Sahara in caravans."

I CAN I can tell whether the author's words are literal or figurative.

Grade 4 • Cluster 8 • Literary Devices • Monday



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can tell whether the author's words are literal or figurative."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Read this sentence from the reading. Does it mean exactly what it says?"

▶ Model your thinking aloud, then have students write their own answer in the NOTICE row of the tracking sheet.

ANSWER KEY: This is literal. Merchants really crossed the desert in groups called caravans.

TEKS 4.10(D) • Literary Devices • Sheet 36 of 36 • Cluster 8 •
Module M4 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about spotting the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

CHOOSE

"I can compare sentences from the reading."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Choose the sentence.

All three are literal. Which one lists the goods that were traded?

- A. Merchants traveled across the Sahara in caravans.
 B. Rivers helped provide water and transportation.
 C. Gold, salt, cloth, tools, books, and other goods moved between communities.

I CAN I can compare sentences and explain my choice.



Grade 4 • Cluster 8 • Literary Devices • Tuesday



TEACHER SAYS & DOES • SLIDE 3 OF 10 •
 Tuesday • CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can compare sentences and explain my choice."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"All three are literal. Which one lists the goods that were traded?"

▶ Model your thinking aloud, then have students write their own answer in the CHOOSE row of the tracking sheet.

ANSWER KEY: C. All three are literal. C is the one that lists the goods that were traded.

TEKS 4.10(D) • Literary Devices • Sheet 36 of 36 • Cluster 8 •
 Module M4 • slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about comparing the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

SHOW

"I can explain what literal language tells me."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Show what the words tell you.

What exact information does this sentence give the reader?

"Rivers helped provide water and transportation."

I CAN I can explain what literal language tells the reader.



Grade 4 • Cluster 8 • Literary Devices • Wednesday



TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what literal language tells the reader."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"What exact information does this sentence give the reader?"

▶ Model your thinking aloud, then have students write their own answer in the SHOW row of the tracking sheet.

ANSWER KEY: This is literal. Rivers really gave people water and a way to travel.

TEKS 4.10(D) • Literary Devices • Sheet 36 of 36 • Cluster 8 •
Module M4 • slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about explaining the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

OWN

"I can explain why the author used literal language."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Explain the author's purpose.

Why does the author use plain, literal words here?

"Gold, salt, cloth, tools, books, and other goods moved between communities."

I CAN I can explain why the author chose literal language.



Grade 4 · Cluster 8 · Literary Devices · Thursday



TEACHER SAYS & DOES · SLIDE 5 OF 10 ·
Thursday · OWN · Advanced

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain why the author chose literal language."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"Why does the author use plain, literal words here?"

▶ Model your thinking aloud, then have students write their own answer in the OWN row of the tracking sheet.

ANSWER KEY: The author uses literal language so museum visitors get exact, trustworthy information about each piece of evidence.

TEKS 4.10(D) · Literary Devices · Sheet 36 of 36 · Cluster 8 ·
Module M4 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about connecting to purpose the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

TODAY'S THINKING JOB

DEFEND

"I can defend how literal language fits this text."

EXACT TEKS WORDING

"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes"

Defend the author's choice.

How would a figurative version change what the reader understands?

"Merchants traveled across the Sahara in caravans."

I CAN I can defend why the author's literal language fits the text.



Grade 4 • Cluster 8 • Literary Devices • Friday



TEACHER SAYS & DOES • SLIDE 6 OF 10 •
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend why the author's literal language fits the text."

▶ Read the I CAN statement aloud, then read the sentence or choices on the slide.

"How would a figurative version change what the reader understands?"

▶ Model your thinking aloud, then have students write their own answer in the DEFEND row of the tracking sheet.

ANSWER KEY: This is literal. Merchants really crossed the desert in groups called caravans.

TEKS 4.10(D) • Literary Devices • Sheet 36 of 36 • Cluster 8 •
Module M4 • slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words in the sentence that support their answer.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending the author's language. Keep the demand at this level.

RAISE THE THINKING

Ask a student to try the next level's move early.

Your turn: literal or figurative?

On your tracking sheet, find a sentence that is literal, and tell how you know in the reading. Copy the exact words.

Go back to the reading.

Find one sentence that is literal.

Copy the exact words.

Then explain: How do you know it means exactly what it says?

I CAN I can find literal language and explain how I know.


TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn. On your tracking sheet, find a sentence that is literal, and tell how you know in the reading. Copy the exact words.”

▶ *Circulate. Ask each student to point to the exact words that prove their answer.*

“Copy the exact words, then explain your thinking.”

▶ *Note who finds strong examples. Today is practice.*

ANSWER KEY: Answers vary. Any literal sentence from the reading, such as: Rivers helped provide water and transportation.

TEKS 4.10(D) · Literary Devices · Sheet 36 of 36 · Cluster 8 ·
Module M4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Check that the words students copied are really in the reading.

COMMON MISCONCEPTION

Students may think every vivid sentence is figurative. If the words mean exactly what they say, the language is literal.

RAISE THE THINKING

Ask an early finisher to explain the effect on the reader.

Answers, across the five thinking levels.

NOTICE

This is literal. Merchants really crossed the desert in groups called caravans.

CHOOSE

C. All three are literal. C is the one that lists the goods that were traded.

SHOW

This is literal. Rivers really gave people water and a way to travel.

OWN

The author uses literal language so museum visitors get exact, trustworthy information about each piece of evidence.

DEFEND

This is literal. Merchants really crossed the desert in groups called caravans.

YOUR TURN

Answers vary. Any literal sentence from the reading, such as: Rivers helped provide water and transportation.



TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let us check our work across the five thinking levels.”

▶ *Reveal the answers one level at a time. Students check their tracking sheet.*

“Your words can be different from the key, as long as you point to the exact words and explain them.”

▶ *Celebrate explanations that name the exact words.*

ANSWER KEY: See the Answers slide.

TEKS 4.10(D) · Literary Devices · Sheet 36 of 36 · Cluster 8 ·
Module M4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students compare their answers to the key and explain what makes an answer strong.

RAISE THE THINKING

Ask a student to explain why the wrong CHOOSE sentences do not fit.

READ THIS PASSAGE EXCERPT.

Merchants traveled across the Sahara in caravans.

Is this sentence literal or figurative, and why?

- A** figurative, because it compares merchants to ships sailing on sand
- B** figurative, because people could never really cross the Sahara
- C** literal, because the word "caravans" imitates the sound of camels
- D** literal, because merchants really did cross the desert in caravans



TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▶ Read the passage excerpt and the four choices aloud.

"Read all four choices before you decide. Check each one against the exact words in the excerpt."

▶ Give think time. Students choose privately before any discussion.

ANSWER KEY: The answer is D. Every word means exactly what it says. It is a fact from history.

TEKS 4.10(D) · Literary Devices · Sheet 36 of 36 · Cluster 8 · Module M4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students eliminate choices that the excerpt does not support.

RAISE THE THINKING

Ask why each wrong choice is wrong before revealing the next slide.

The answer is **D**.

- A** **figurative, because it compares merchants to ships sailing on sand**
Nothing is compared in the sentence. It states a fact.
- B** **figurative, because people could never really cross the Sahara**
People really did cross it. The words are literal.
- C** **literal, because the word "caravans" imitates the sound of camels**
It is literal, but caravans does not imitate a sound.
- D** **literal, because merchants really did cross the desert in caravans**
Correct. Every word means exactly what it says. It is a fact from history.



TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is D. The most important part is understanding why.”

▶ *Reveal each choice and its explanation. Spend time on the wrong answers.*

“Every word means exactly what it says. It is a fact from history.”

▶ *Have students write one sentence in their own words explaining why D is correct.*

ANSWER KEY: D is correct.

TEKS 4.10(D) · Literary Devices · Sheet 36 of 36 · Cluster 8 · Module M4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students explain why the correct answer fits the exact words in the excerpt.

RAISE THE THINKING

Ask a student to name what makes each distractor wrong.