

Thinking-Levels Chart

How this concept grows across the five RPLD levels

Apply the module's focus at each level of thinking — from noticing to defending.

	NOTICE Foundational	An informational piece teaches facts; a story tells what happened.	Spotting the Genre <i>Which piece is informational?</i>
	CHOOSE Emergent	When the purpose is to teach or explain, informational writing fits.	Matching the Genre <i>Which genre fits the purpose?</i>
	SHOW Visible	Facts and explaining words are clues that a piece is informational.	Genre Clues <i>What shows it is informational?</i>
	OWN Independent	I can choose the genre that fits my own topic and purpose.	My Choice <i>What genre fits my job?</i>
	DEFEND Reflective	Informational fits when the job is to teach facts, not tell a story.	Defending the Genre <i>Why does informational fit?</i>

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NOTICE
Foundational

A purposeful conclusion pulls the whole idea together — not just stops.

Weak vs. Strong
Which lands it?



CHOOSE
Emergent

A strong conclusion can restate the idea and remind why it matters.

Plan the Landing
What should it do?



SHOW
Visible

Combining moves (restate + why it matters) makes a stronger close.

Write With Purpose
Can I do both?



OWN
Independent

An independent writer lands a piece with a purposeful conclusion.

Independent Landing
Is it purposeful?



DEFEND
Reflective

Strong writers can explain why their ending is purposeful.

Evaluate & Transfer
How is it purposeful?

Match the Purpose

Slide 4 of 10

CHOOSE · Emergent thinking

Cluster 1 · Module 1

CHOOSE — Emergent

TASK

With support, choose WHY this piece was written.

EXAMPLE

A piece that teaches facts: “Bees carry pollen from flower to flower.”

Purpose: (to make you laugh / to explain how something works)

YOUR TURN

Choose the purpose that fits a piece that teaches facts about the garden.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · CHOOSE · Emergent · Match the Purpose

⌚ ~4 min

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

“Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support.”

“With support, choose WHY this piece was written.”

▶ Show or read the example: A piece that teaches facts: ‘Bees carry pollen from flower to flower.’ / Purpose: (to make you laugh / to explain how something works)

“Choose the purpose that fits a piece that teaches facts about the garden.”

▶ Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Choose the purpose that fits a piece that teaches facts about the garden.

11(A)(i); 12(B)(i) · Who and Why — Finding Your Purpose and Audience · Sheet 5 of 36 · Module 1 · Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown -- Choose the purpose that fits a piece that teaches facts about the garden.

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

“What if I'm not sure?” Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: ‘How do you know that one fits?’

Standards Sweep WRITING Tracking Sheet

Writing • Cluster 4 M3

Guided Practice — work through the five thinking levels.

GRADE 3 • CLUSTER 4 • MODULE 3 • DEVELOPING YOUR IDEA WITH RELEVANT DETAILS

Work through the five levels — NOTICE → CHOOSE → SHOW → OWN → DEFEND — writing your response in each box.



NOTICE
Foundational

Spot the Relevant Detail

The main idea is about the Founding Fathers writing the Constitution. **Point to the detail that belongs.**



CHOOSE
Emergent

Pick the Detail That Belongs

Main idea: The Founding Fathers worked together to write laws for a new nation. With support, choose the detail that best supports this main idea.



SHOW
Visible

Show Why It's Relevant

Tell what makes a detail relevant to the main idea.



OWN
Independent

Add Your Own Relevant Details

Add two relevant details to develop a main idea about the Founding Fathers — no word bank.



DEFEND
Reflective

Defend Your Details

Explain why your details belong with your main idea.