

Complete the **improve sentence structure by varying beginnings** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(i) revise drafts to improve sentence structure by varying beginnings	Before: “The barons grew angry. The barons demanded change.” → After: “The barons grew angry. Finally, they demanded change.” <i>The second sentence begins a new way, so the sentences do not all start alike.</i>
MY OWN EXAMPLE: <i>Find two sentences in your writing that start the same way. Give one a new beginning. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 8 of 36, and complete the (11)(C)(i) row.

ANSWERS, Across the Five Thinking Levels

SHEET 19 of 36

TEKS (11)(C)(vi) • Rearrange Ideas for Coherence

Slide 8 of 10



NOTICE

Monday

The result (Mali grew rich, traders felt safe) comes before the cause (Mansa Musa protected the routes), so the ideas are out of order.



CHOOSE

Tuesday

Putting the cause first, “Because Mansa Musa protected the routes,” lets the ideas build in a logical order.



SHOW

Wednesday

Sample: “Because Mansa Musa protected the routes, traders felt safe and Mali grew rich.” The cause now comes first.



OWN

Thursday

Sample: “Because it had many books, scholars came and Timbuktu became famous.” The cause leads the sentence.



DEFEND

Friday

Putting the cause first lets the reader follow how one idea led to the next, which makes the writing coherent. Then students rearrange the ideas in their own sentence.



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Show your revision (Before, After).

Rewrite the sentence, swapping in a stronger word. Show the before and the after.

Before: "The king made unfair decisions."

I CAN I can show how a stronger word improves a sentence.

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Grade 4 • Cluster 1 • Module 1 • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • Visible (Engaging)

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentence, swapping in a stronger word. Show the before and the after."

"Read this with me: Before: 'The king made unfair decisions.'"

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

ANSWER KEY: Sample: "The king made cruel, unfair decisions." A stronger word shows how harsh the decisions were.

(11)(C)(ii) • Improve Word Choice • Sheet 5 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The king made cruel, unfair decisions." A stronger word shows how harsh the decisions were.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the stronger version.

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

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.

Standards Sweep **REVISING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.

Passage: “What We Carry Forward”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iv) revise drafts by deleting ideas for coherence	Before: “Traditions travel through time. Traditions travel through time. They shape who we are.” → After: “Traditions travel through time. They shape who we are.” <i>A repeated sentence is deleted so the writing stays clear and focused.</i>
MY OWN EXAMPLE:	