

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 1 • Module 1



NOTICE

Foundational

Thesis: the barons wanted the king to follow rules because he had too much power. Evidence: “The king collected heavy taxes and made unfair decisions.”



CHOOSE

Emergent

B. It uses exact words (“unfair choices,” “too much power”) and explains the larger idea, not just that they did not like it.



SHOW

Visible

Explanation sample: This shows the king treated people unfairly, so the barons wanted rules to limit his power.



OWN

Independent

Model: The barons wanted the king to follow rules because he had too much power. The passage says, “The king collected heavy taxes and made unfair decisions.” This proves the king treated people unfairly, so the barons wanted fair rules that even the king had to obey.



DEFEND

Reflective

After sample: “The king made unfair, harmful choices.” The words “unfair” and “harmful” tell the reader exactly how the choices affected people, which shows stronger thinking.

The RRR Conclusion Paragraph

STUDENT LEARNING OBJECTIVE

Students will write an RRR conclusion: Restate the thesis, Reflect on the evidence, and Reinforce why it matters.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.



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TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

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

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

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"CHOOSE, Emergent: B. It uses exact words ("unfair choices," "too much power") and explains the larger idea, not just that: they did not like it."

"SHOW, Visible: Explanation sample: This shows the king treated people unfairly, so the barons wanted rules to limit: his power."

"OWN, Independent: Model: The barons wanted the king to follow rules because he had too much power. The passage says, "The king collected heavy taxes and made unfair decisions." This proves the king treated people: unfairly, so the barons wanted fair rules that even the king had to obey."

"DEFEND, Reflective: After sample: "The king made unfair, harmful choices." The words "unfair" and "harmful" tell the reader: exactly how the choices affected people, which shows stronger thinking."

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: Model: The barons wanted the king to follow rules because he had too much power. The passage • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 5 of 36 • Module 1 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

Standards Sweep WRITING Tracking Sheet

Writing • Cluster 1 M1

Guided Practice, work through the five thinking levels.

GRADE 4 • CLUSTER 1 • MODULE 1 • SHORT CONSTRUCTED RESPONSE, BUILDING A THESIS WITH EVIDENCE

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



NOTICE
Foundational

Find the Thesis and the Evidence

Read the passage and the prompt. Find the sentence that answers the prompt (the thesis), and one detail that supports it (the evidence).



CHOOSE
Emergent

Choose the Stronger Word

Two responses say the same thing. Choose the one with the stronger, more exact word.



SHOW
Visible

Show Thesis, Evidence, and Explanation

Put the three parts together. Write a thesis, add the evidence, then explain what it proves.



OWN
Independent

Write Your Own Response

Now write a full Short Constructed Response on your own. Include a thesis, one piece of exact evidence, and an explanation.



DEFEND
Reflective

Upgrade and Defend

Read your response again. Upgrade one word to show stronger thinking, then explain why the new word is better.