



NOTICE

Monday

The two sentences “The colonists were angry.” and “They had no vote.” are short and about the same idea, so they can be joined.



CHOOSE

Tuesday

“because” is the better join because it shows the reason the colonists were angry.



SHOW

Wednesday

Sample: “The colonists protested because they wanted a voice.” Joining the sentences shows how the ideas connect.



OWN

Thursday

Sample: “Parliament passed new taxes, so the colonists had no say.” The joined sentence flows more clearly.



DEFEND

Friday

A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

ANSWERS, Across the Five Thinking Levels

SHEET 22 of 36

TEKS (11)(C)(v) • Combine Ideas for Coherence

Slide 8 of 10



NOTICE

Monday

“Delegates debated whether enslaved people should count toward a state's population.” and “They needed a rule for representation in Congress.” are short and about the same idea, so they can be combined.



CHOOSE

Tuesday

“Delegates debated whether enslaved people should count toward a state's population because they needed a rule for representation in Congress.” combines the ideas smoothly.



SHOW

Wednesday

Sample: “Delegates debated whether enslaved people should count toward a state's population because they needed a rule for representation in Congress.” Combining the sentences shows how the ideas connect.



OWN

Thursday

Sample: “Delegates debated whether enslaved people should count toward a state's population because they needed a rule for representation in Congress.” The combined sentence flows more clearly.



DEFEND

Friday

A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Show your revision (Before, After).

Rewrite the two sentences as one clear sentence. Show the before and the after.

Before: "The colonists protested. They wanted a voice."

I CAN I can show how joining sentences improves the structure.

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Grade 5 • 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 two sentences as one clear sentence. Show the before and the after."

"Read this with me: Before: 'The colonists protested. They wanted a voice.'"

► 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 colonists protested because they wanted a voice." Joining the sentences shows how the ideas connect.

(11)(C)(i) • Improve Sentence Structure • 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 colonists protested because they wanted a voice." Joining the sentences shows how the ideas connect.

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: “Words That Changed a Nation”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iii) revise drafts to add ideas for coherence	Before: “The British government taxed the colonies without giving them a voice. The colonists believed that government should have the consent of the people.” → After: “The British government taxed the colonies without giving them a voice. Therefore, the colonists believed that government should have the consent of the people.” <i>A transition (Therefore,) is added so the reader can see how the ideas connect.</i>
MY OWN EXAMPLE:	