

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 1 • Module 1



NOTICE

Foundational

Central idea: British taxes increased tension because colonists had to pay money to a government in which they had no representatives. Evidence: “The colonists protested taxation without representation because they had no representatives in Parliament.”



CHOOSE

Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW

Visible

Explanation sample: This shows british taxes increased tension because colonists had to pay money to a government in which they had no representatives.



OWN

Independent

Model: British taxes increased tension because colonists had to pay money to a government in which they had no representatives. The colonists protested taxation without representation because they had no representatives in Parliament. This fact proves that colonists believed British tax laws were unfair.



DEFEND

Reflective

After sample: “The colonists grew angry because Britain imposed new taxes without giving the colonies a voice in Parliament.” The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 4 • Module 3



NOTICE

Foundational

Central idea: It is reasonable for people to change their government when it repeatedly fails to protect their natural rights. Evidence: “The Declaration of Independence argued that a government failing to protect rights can be changed.”



CHOOSE

Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW

Visible

Explanation sample: This shows it is reasonable for people to change their government when it repeatedly fails to protect their natural rights.



OWN

Independent

Model: It is reasonable for people to change their government when it repeatedly fails to protect their natural rights. The Declaration of Independence argued that a government failing to protect rights can be changed. This proves that government power depends on protecting people, not on ruling them without limits.



DEFEND

Reflective

After sample: “People can change a government that repeatedly refuses to protect their rights.” The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

YOUR WRITING TASK

How did British taxes and the lack of colonial representation increase tension between Britain and the colonies? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“How did British taxes and the lack of colonial representation increase tension between Britain and the colonies?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

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

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

Standards Sweep WRITING Tracking Sheet

Writing • Cluster 1 M1

Guided Practice, work through the five thinking levels.

GRADE 5 • CLUSTER 1 • MODULE 1 • WRITE A CLEAR, EVIDENCE-BASED RESPONSE

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



NOTICE
Foundational

Find the Central Idea and the Evidence

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



CHOOSE
Emergent

Choose the Stronger Wording

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



SHOW
Visible

Show the Central Idea, Evidence, and Explanation

Put the parts together. Write the central idea, add the evidence, then explain what it proves.



OWN
Independent

Write Your Own Response

Now write a full response on your own. Include a central idea, 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.