

EXACT TEKS WORDING (from TEA)

“revise drafts to improve sentence structure”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I improve HOW my sentences are built.
 Good **sentence structure** means clear, complete sentences that are not choppy or awkward.
 I can smooth out an awkward sentence so it reads clearly.

KEY IDEA

Revising means improving how your writing reads — smooth, clear sentences, not choppy or awkward ones.

WHERE IT APPEARS: “The Mystery of the Traveling Shell” — a student’s draft

This deck teaches **Revising: Improve Sentence Structure** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
 Revising: Improve Sentence Structure

🕒 ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is improve sentence structure — the standard says: ‘revise drafts to improve sentence structure.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: improve sentence structure — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Improve Sentence Structure slide deck • student Revising Tracking Sheets • highlighters/pencils.



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Which sentence sounds awkward?

Read all three sentences. Find the ONE that does not sound smooth or clear.

- (1) The shell was buried in the sand.
- (2) Emsy she picked up the shell carefully.
- (3) It sparkled in the sunlight.

I CAN I notice an awkward sentence.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •
Foundational (Beginning)

⌚ ~2 min

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

"Let's warm up our revising eyes. Which sentence sounds awkward? Read all three sentences. Find the ONE that does not sound smooth or clear."

▶ Read the sentences aloud, then give quiet think time before taking answers.

"Read this with me: (1) The shell was buried in the sand. (2) Emsy she picked up the shell carefully. (3) It sparkled in the sunlight."

▶ Have students point to or name the sentence that needs revising. We are only noticing today — not revising anything yet.

ANSWER KEY: The awkward sentence has a double subject: Emsy she picked up the shell.

(11)(C)(i) • Revising: Improve Sentence Structure • Sheet 1 of 36 •
Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — The awkward sentence has a double subject: Emsy she picked up the shell.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about — keep them anchored to "revising: improve sentence structure" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when revising: improve sentence structure is strong — it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Choose the smoother sentence.

With support, choose the version that reads more smoothly.

(Emsy she picked up the shell. / Emsy picked up the shell.)

I CAN I can choose a smoother sentence, with support.

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Grade 3 • PREPARE • Revising • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose the version that reads more smoothly."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: (Emsy she picked up the shell. / Emsy picked up the shell.)"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: Emsy picked up the shell. (one clear subject).

(11)(C)(i) • Revising: Improve Sentence Structure • Sheet 1 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — Emsy picked up the shell. (one clear subject).

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Show your thinking.

Underline the awkward part. Tell why the smoother version is better.

"The shell it was very old."

I CAN I can show why a sentence is awkward.



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. Underline the awkward part. Tell why the smoother version is better."

"Read this with me: 'The shell it was very old.'"

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

ANSWER KEY: "The shell it was very old" repeats the subject with it.

(11)(C)(i) • Revising: Improve Sentence Structure • Sheet 1 of 36 •
Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches — "The shell it was very old" repeats the subject with it.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Revise on your own.

Revise the awkward sentence so it reads smoothly — no word bank.

"Emsy she studied the shell."

I CAN I can revise an awkward sentence myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'Emsy she studied the shell.' Revise the awkward sentence so it reads smoothly — no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: Emsy studied the shell. (remove the double subject).

(11)(C)(i) • Revising: Improve Sentence Structure • Sheet 1 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — Emsy studied the shell. (remove the double subject).

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Evaluate and transfer.

Defend your revision, then write your own smooth sentence about the shell.

Explain why "Emsy studied the shell" is smoother. Then write your own clear sentence about the mystery shell.

I CAN I can evaluate and improve sentence structure.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why 'Emsy studied the shell' is smoother. Then write your own clear sentence about the mystery shell."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: "Emsy studied the shell" is smoother — one clear subject. Example: "The old shell felt smooth in her hand."

(11)(C)(i) • Revising: Improve Sentence Structure • Sheet 1 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — "Emsy studied the shell" is smoother — one clear subject. Example: "The old shell felt smooth in her hand."

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **improve sentence structure** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(i) revise drafts to improve sentence structure	"Emsy picked up the smooth, old shell." <i>One clear subject and smooth wording — good sentence structure.</i>
MY OWN EXAMPLE: <i>Write your own smooth, clear sentence about the story.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet — 1 of 36 — and complete the (11)(C)(i) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⌚ ~5 min

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

"Now it's time to make this thinking your own."

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard — One clear subject and smooth wording — good sentence structure.

(11)(C)(i) · Revising: Improve Sentence Structure · Sheet 1 of 36 · Prepare

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

The awkward sentence has a double subject: **Emsy she picked up the shell.**



CHOOSE
Tuesday

Emsy picked up the shell. (one clear subject).



SHOW
Wednesday

“The shell it was very old” repeats the subject with *it*.



OWN
Thursday

Emsy studied the shell. (remove the double subject).



DEFEND
Friday

“Emsy studied the shell” is smoother — one clear subject. Example: “The old shell felt smooth in her hand.”

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational — The awkward sentence has a double subject: Emsy she picked up the shell. *Emergent* — Emsy picked up the shell. (one clear subject). *Visible* — “The shell it was very old” repeats the subject with it. *Independent* — Emsy studied the shell. (remove the double subject). *Reflective* — “Emsy studied the shell” is smoother — one clear subject. Example: “The old shell felt smooth in her hand.”

ANSWER KEY: The awkward sentence has a double subject: Emsy she picked up the shell. · Emsy picked up the shell. (one clear subject). · “The shell it was very old” repeats the subject with it. · Emsy studied the shell. (remove the double subject). · “Emsy studied the shell” is smoother — one clear subject. Example: “The old shell felt smooth in her hand.”

(11)(C)(i) · Revising: Improve Sentence Structure · Sheet 1 of 36 · Prepare

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(3) Emsy she picked up the shell carefully.

What is the **BEST** way to revise sentence 3?

- A** Emsy picked up the shell carefully.
- B** Emsy she picked up the shell carefully.
- C** She Emsy picked up the shell carefully.
- D** Picked up the shell carefully Emsy.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: Emsy she picked up the shell carefully. Now, what is the BEST way to revise sentence 3?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(i) · Revising: Improve Sentence Structure · Sheet 1 of 36 · Prepare

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: A Emsy picked up the shell carefully.

WHY THIS IS CORRECT

Sentence 3 has a double subject (“Emsy she”). The best revision uses one clear subject: **Emsy picked up the shell carefully.**

WHY THE OTHER CHOICES ARE REVISION TRAPS

B keeps the double subject. C still has both *She* and *Emsy*. D puts the words in an awkward order.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is A — Emsy picked up the shell carefully. Sentence 3 has a double subject (“Emsy she”). The best revision uses one clear subject: Emsy picked up the shell carefully.”

▶ *Walk through why the other choices are weaker revisions.*

“B keeps the double subject. C still has both She and Emsy. D puts the words in an awkward order.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: A — Emsy picked up the shell carefully.

(11)(C)(i) · Revising: Improve Sentence Structure · Sheet 1 of 36 · Prepare

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts to improve word choice”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I choose the clearest, most exact words.

Word choice means trading a vague word (thing, nice, big) for a precise one (shell, beautiful, enormous).

A precise word helps the reader picture exactly what I mean.

KEY IDEA

Revising word choice means swapping a vague word for a clear, exact one so the reader sees just what you mean.

WHERE IT APPEARS: “The Mystery of the Traveling Shell” — a student’s draft

This deck teaches **Revising: Improve Word Choice** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Revising: Improve Word Choice

⌚ ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is improve word choice — the standard says: ‘revise drafts to improve word choice.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: improve word choice — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Improve Word Choice slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(ii) • Revising: Improve Word Choice • Sheet 2 of 36 • Prepare



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Which word is vague?

Read the sentence. Find the word that is not exact or clear.

"Emsy found a thing on the beach."

I CAN I notice a vague word.

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Grade 3 • PREPARE • Revising • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our revising eyes. Which word is vague? Read the sentence. Find the word that is not exact or clear."

▶ *Read the sentences aloud, then give quiet think time before taking answers.*

"Read this with me: 'Emsy found a thing on the beach.'"

▶ *Have students point to or name the sentence that needs revising. We are only noticing today — not revising anything yet.*

ANSWER KEY: The vague word is thing.

(11)(C)(ii) • Revising: Improve Word Choice • Sheet 2 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task.
Expected: an answer that matches — The vague word is thing.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about — keep them anchored to "revising: improve word choice" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when revising: improve word choice is strong — it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Choose the clearer word.

With support, choose the more exact word.

Emsy found a (thing / shell) on the beach.

I CAN I can choose a clearer word, with support.

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Grade 3 • PREPARE • Revising • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

🕒 ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose the more exact word."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: Emsy found a (thing / shell) on the beach."

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: shell (the exact word).

(11)(C)(ii) • Revising: Improve Word Choice • Sheet 2 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — shell (the exact word).

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Show your thinking.

Underline the vague word. Tell what exact word would be clearer and why.

"The shell was very nice."

I CAN I can show why a word is vague.



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. Underline the vague word. Tell what exact word would be clearer and why."

"Read this with me: 'The shell was very nice.'"

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

ANSWER KEY: "nice" is vague — a word like beautiful or smooth is clearer.

(11)(C)(ii) • Revising: Improve Word Choice • Sheet 2 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — "nice" is vague — a word like beautiful or smooth is clearer.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Revise on your own.

Replace the vague word with a more exact one — no word bank.

"Emsy found a thing on the beach."

I CAN I can improve word choice myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'Emsy found a thing on the beach.' Replace the vague word with a more exact one — no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: shell ("a shell," not "a thing").

(11)(C)(ii) • Revising: Improve Word Choice • Sheet 2 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — shell ("a shell," not "a thing").

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Evaluate and transfer.

Defend your word, then write your own sentence using an exact, vivid word.

Explain why "shell" is clearer than "thing." Then write your own sentence about the beach using a precise word.

I CAN I can evaluate and improve word choice.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

🕒 ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why 'shell' is clearer than 'thing.' Then write your own sentence about the beach using a precise word."

► Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.

ANSWER KEY: "shell" tells the reader exactly what she found; "thing" does not. Example: "The waves left a spiral shell on the sand."

(11)(C)(ii) • Revising: Improve Word Choice • Sheet 2 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — "shell" tells the reader exactly what she found; "thing" does not. Example: "The waves left a spiral shell on the sand."

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **improve word choice** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(ii) revise drafts to improve word choice	“Emsy found a smooth shell on the beach.” <i>shell is exact; a vague word like thing would be unclear.</i>
MY OWN EXAMPLE: <i>Write your own sentence about the beach using a precise, vivid word.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet — 2 of 36 — and complete the (11)(C)(ii) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

🕒 ~5 min

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

“Now it’s time to make this thinking your own.”

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student’s own example should match the standard — shell is exact; a vague word like thing would be unclear.

(11)(C)(ii) · Revising: Improve Word Choice · Sheet 2 of 36 · Prepare

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student’s own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

“Does my example have to be about the passage?” No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student’s cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.

**NOTICE**
MondayThe vague word is **thing**.**CHOOSE**
Tuesday

shell (the exact word).

**SHOW**
Wednesday“nice” is vague — a word like *beautiful* or *smooth* is clearer.**OWN**
Thursday

shell (“a shell,” not “a thing”).

**DEFEND**
Friday

“shell” tells the reader exactly what she found; “thing” does not. Example: “The waves left a spiral shell on the sand.”

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational — The vague word is *thing*. *Emergent* — shell (the exact word). *Visible* — “nice” is vague — a word like *beautiful* or *smooth* is clearer. *Independent* — shell (“a shell,” not “a thing”). *Reflective* — “shell” tells the reader exactly what she found; “thing” does not. Example: “The waves left a spiral shell on the sand.”

ANSWER KEY: The vague word is *thing*. · shell (the exact word). · “nice” is vague — a word like *beautiful* or *smooth* is clearer. · shell (“a shell,” not “a thing”). · “shell” tells the reader exactly what she found; “thing” does not. Example: “The waves left a spiral shell on the sand.”

(11)(C)(ii) · Revising: Improve Word Choice · Sheet 2 of 36 · Prepare

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(3) Emsy found a thing on the beach that was very old.

What is the **BEST** word to replace thing in sentence 3?

A shell

B object

C item

D piece

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: Emsy found a thing on the beach that was very old. Now, what is the BEST word to replace thing in sentence 3?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(ii) · Revising: Improve Word Choice · Sheet 2 of 36 · Prepare

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: A shell

WHY THIS IS CORRECT

Thing is vague. The clearest, most exact word for what Emsy found is **shell**.

WHY THE OTHER CHOICES ARE REVISION TRAPS

Object, *item*, and *piece* are still vague — *shell* tells the reader exactly what she found.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is A — shell. Thing is vague. The clearest, most exact word for what Emsy found is shell.”

▶ *Walk through why the other choices are weaker revisions.*

“Object, item, and piece are still vague — shell tells the reader exactly what she found.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: A — shell

(11)(C)(ii) · Revising: Improve Word Choice · Sheet 2 of 36 · Prepare

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by adding ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I add ideas that help my writing connect and make sense.

Adding an idea means putting in a sentence that fits and gives the reader more detail.

A good added sentence stays on topic and keeps the ideas flowing.

KEY IDEA

Revising by adding means putting in a sentence that fits and connects the ideas — on topic, never random.

WHERE IT APPEARS: “The Mystery of the Traveling Shell” — a student’s draft

This deck teaches **Revising: Adding Ideas** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Revising: Adding Ideas

⌚ ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is adding ideas — the standard says: ‘revise drafts by adding ideas for coherence.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: adding ideas — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Adding Ideas slide deck • student Revising Tracking Sheets • highlighters/pencils.



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Where could an idea be added?

Read the draft. Find a spot where more detail would help.

"Emsy studied the old shell. She wondered where it came from."

I CAN I notice where an idea could be added.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our revising eyes. Where could an idea be added? Read the draft. Find a spot where more detail would help."

▶ *Read the sentences aloud, then give quiet think time before taking answers.*

"Read this with me: 'Emsy studied the old shell. She wondered where it came from.'"

▶ *Have students point to or name the sentence that needs revising. We are only noticing today — not revising anything yet.*

ANSWER KEY: A detail could be added after the first sentence.

(11)(C)(iii) • Revising: Adding Ideas • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — A detail could be added after the first sentence.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about — keep them anchored to "revising: adding ideas" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when revising: adding ideas is strong — it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Choose the best sentence to add.

With support, choose the sentence that fits best after the first one.

(It was smooth and covered in tiny lines. / Emsy liked pizza.)

I CAN I can choose a sentence to add, with support.

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Grade 3 • PREPARE • Revising • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose the sentence that fits best after the first one."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: (It was smooth and covered in tiny lines. / Emsy liked pizza.)"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: "It was smooth and covered in tiny lines." (fits and adds detail).

(11)(C)(iii) • Revising: Adding Ideas • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — "It was smooth and covered in tiny lines." (fits and adds detail).

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Show your thinking.

Tell why the added sentence fits and keeps the ideas connected.

Add after: "Emsy studied the old shell."

I CAN I can show why an added idea fits.



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. Tell why the added sentence fits and keeps the ideas connected."

"Read this with me: Add after: 'Emsy studied the old shell.'"

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

ANSWER KEY: It fits because it tells more about the same shell.

(11)(C)(iii) • Revising: Adding Ideas • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — It fits because it tells more about the same shell.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Revise on your own.

Write a sentence that could be added to give more detail — on topic.

After "Emsy studied the old shell," add one detail sentence.

I CAN I can add an idea myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: After 'Emsy studied the old shell,' add one detail sentence. Write a sentence that could be added to give more detail — on topic."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: (Student adds an on-topic detail sentence.)

(11)(C)(iii) • Revising: Adding Ideas • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — (Student adds an on-topic detail sentence.)

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Evaluate and transfer.

Defend your added sentence, then add one idea to a draft of your own.

Explain why your sentence fits and stays on topic. Then add a fitting idea to one of your own paragraphs.

I CAN I can evaluate and add ideas that connect.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why your sentence fits and stays on topic. Then add a fitting idea to one of your own paragraphs."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: A good added sentence gives more detail and stays on topic.
Example: "Bits of sand still clung to its edges."

(11)(C)(iii) • Revising: Adding Ideas • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — A good added sentence gives more detail and stays on topic. Example: "Bits of sand still clung to its edges."

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **adding ideas** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iii) revise drafts by adding ideas for coherence	After “Emsy studied the old shell,” add: “It was smooth and covered in tiny lines.” <i>The added sentence gives more detail and stays on topic.</i>
MY OWN EXAMPLE: <i>Add one sentence of detail to a short paragraph about the shell. Keep it on topic.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet — 3 of 36 — and complete the (11)(C)(iii) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

🕒 ~5 min

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

“Now it’s time to make this thinking your own.”

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student’s own example should match the standard — add: “It was smooth and covered in tiny lines.” The added sentence gives more detail and stays on topic.

(11)(C)(iii) · Revising: Adding Ideas · Sheet 3 of 36 · Prepare

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student’s own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

“Does my example have to be about the passage?” No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student’s cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

A detail could be added after the first sentence.



CHOOSE
Tuesday

“It was smooth and covered in tiny lines.” (fits and adds detail).



SHOW
Wednesday

It fits because it tells more about the same shell.



OWN
Thursday

(Student adds an on-topic detail sentence.)



DEFEND
Friday

A good added sentence gives more detail and stays on topic. Example: “Bits of sand still clung to its edges.”

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational — A detail could be added after the first sentence. *Emergent* — “It was smooth and covered in tiny lines.” (fits and adds detail). *Visible* — It fits because it tells more about the same shell. *Independent* — (Student adds an on-topic detail sentence.) *Reflective* — A good added sentence gives more detail and stays on topic. Example: “Bits of sand still clung to its edges.”

ANSWER KEY: A detail could be added after the first sentence. · “It was smooth and covered in tiny lines.” (fits and adds detail). · It fits because it tells more about the same shell. · (Student adds an on-topic detail sentence.) · A good added sentence gives more detail and stays on topic. Example: “Bits of sand still clung to its edges.”

(11)(C)(iii) · Revising: Adding Ideas · Sheet 3 of 36 · Prepare

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

- (1) Emsy studied the old shell.
 (2) ____
 (3) She wondered where it had traveled from.

Which sentence could **BEST** be added as sentence 2?

- A** It was smooth and covered in tiny lines.
- B** Emsy really likes pizza for lunch.
- C** The sky outside was bright blue.
- D** Then Emsy walked home for dinner.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: Emsy studied the old shell. Now, (2) ____ (3) She wondered where it had traveled from. Which sentence could BEST be added as sentence 2?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(iii) · Revising: Adding Ideas · Sheet 3 of 36 · Prepare

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: A It was smooth and covered in tiny lines.

WHY THIS IS CORRECT

The best sentence to add gives more detail about the shell and keeps the ideas connected: **“It was smooth and covered in tiny lines.”**

WHY THE OTHER CHOICES ARE REVISION TRAPS

B and C add unrelated ideas that break the topic. D jumps ahead and interrupts the flow.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is A — It was smooth and covered in tiny lines. The best sentence to add gives more detail about the shell and keeps the ideas connected: “It was smooth and covered in tiny lines.””

▶ *Walk through why the other choices are weaker revisions.*

“B and C add unrelated ideas that break the topic. D jumps ahead and interrupts the flow.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: A — It was smooth and covered in tiny lines.

(11)(C)(iii) • Revising: Adding Ideas • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by deleting ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I take out ideas that do not belong.

Deleting an idea means removing a sentence that is off-topic so the paragraph stays focused.

If a sentence does not connect to the main idea, it should go.

KEY IDEA

Revising by deleting means removing a sentence that is off-topic so the paragraph stays clear and focused.

WHERE IT APPEARS: “The Mystery of the Traveling Shell” — a student’s draft

This deck teaches **Revising: Deleting Ideas** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Revising: Deleting Ideas

⌚ ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is deleting ideas — the standard says: ‘revise drafts by deleting ideas for coherence.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: deleting ideas — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Deleting Ideas slide deck · student Revising Tracking Sheets · highlighters/pencils.

(11)(C)(iv) · Revising: Deleting Ideas · Sheet 4 of 36 · Prepare



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by deleting ideas for coherence"

Which sentence is off-topic?

Read the paragraph. Find the sentence that does not belong.

One sentence is about the shell; one is about something else.

I CAN I notice an off-topic sentence.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •
Foundational (Beginning)

🕒 ~2 min

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

**"Let's warm up our revising eyes. Which sentence is off-topic?
Read the paragraph. Find the sentence that does not belong."**

▶ Read the sentences aloud, then give quiet think time before taking answers.

**"Read this with me: One sentence is about the shell; one is about
something else."**

▶ Have students point to or name the sentence that needs revising. We are only
noticing today — not revising anything yet.

ANSWER KEY: One sentence is about the shell; one is off-topic.

(11)(C)(iv) • Revising: Deleting Ideas • Sheet 4 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task.
Expected: an answer that matches — One sentence is about
the shell; one is off-topic.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different
instead of the one the standard is about — keep them anchored
to "revising: deleting ideas" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing
when revising: deleting ideas is strong — it is one of the things
writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the
demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to
CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by deleting ideas for coherence"

Choose the sentence to delete.

With support, choose the sentence that should be removed.

(keep: about the shell / delete: about a favorite color)

I CAN I can choose a sentence to delete, with support.

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Grade 3 • PREPARE • Revising • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose the sentence that should be removed."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: (keep: about the shell / delete: about a favorite color)"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: The off-topic sentence (a favorite color) should be deleted.

(11)(C)(iv) • Revising: Deleting Ideas • Sheet 4 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — The off-topic sentence (a favorite color) should be deleted.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by deleting ideas for coherence"

Show your thinking.

Tell why the off-topic sentence should be deleted.

Look at a paragraph about the shell.

I CAN I can show why a sentence does not belong.



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. Tell why the off-topic sentence should be deleted."

"Read this with me: Look at a paragraph about the shell."

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

ANSWER KEY: It should go because it does not connect to the shell.

(11)(C)(iv) • Revising: Deleting Ideas • Sheet 4 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches — It should go because it does not connect to the shell.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by deleting ideas for coherence"

Revise on your own.

Cross out the sentence that does not belong — no word bank.

Find the off-topic sentence in a short paragraph.

I CAN I can delete an off-topic idea myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: Find the off-topic sentence in a short paragraph. Cross out the sentence that does not belong — no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: (Student deletes the off-topic sentence.)

(11)(C)(iv) • Revising: Deleting Ideas • Sheet 4 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — (Student deletes the off-topic sentence.)

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by deleting ideas for coherence"

Evaluate and transfer.

Defend your deletion, then check a draft of your own for an off-topic sentence.

Explain why the deleted sentence did not belong. Then find and remove an off-topic sentence in your own writing.

I CAN I can evaluate and delete ideas that do not fit.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why the deleted sentence did not belong. Then find and remove an off-topic sentence in your own writing."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Deleting the off-topic sentence keeps the paragraph focused on the shell. Example: remove a sentence about the weather from a paragraph about the shell's journey.

(11)(C)(iv) • Revising: Deleting Ideas • Sheet 4 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — Deleting the off-topic sentence keeps the paragraph focused on the shell. Example: remove a sentence about the weather from a paragraph about the shell's journey.

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **deleting ideas** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iv) revise drafts by deleting ideas for coherence	Delete: "Emsy's favorite color is purple." (off-topic in a paragraph about the shell). <i>Removing the off-topic sentence keeps the paragraph focused.</i>
MY OWN EXAMPLE: <i>Find and cross out one off-topic sentence in a short paragraph about the shell.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet — 4 of 36 — and complete the (11)(C)(iv) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

🕒 ~5 min

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

"Now it's time to make this thinking your own."

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard — (off-topic in a paragraph about the shell). Removing the off-topic sentence keeps the paragraph focused.

(11)(C)(iv) · Revising: Deleting Ideas · Sheet 4 of 36 · Prepare

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

One sentence is about the shell; one is off-topic.



CHOOSE
Tuesday

The off-topic sentence (a favorite color) should be deleted.



SHOW
Wednesday

It should go because it does not connect to the shell.



OWN
Thursday

(Student deletes the off-topic sentence.)



DEFEND
Friday

Deleting the off-topic sentence keeps the paragraph focused on the shell. Example: remove a sentence about the weather from a paragraph about the shell's journey.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational — One sentence is about the shell; one is off-topic. *Emergent* — The off-topic sentence (a favorite color) should be deleted. *Visible* — It should go because it does not connect to the shell. *Independent* — (Student deletes the off-topic sentence.) *Reflective* — Deleting the off-topic sentence keeps the paragraph focused on the shell. Example: remove a sentence about the weather from a paragraph about the shell's journey.

ANSWER KEY: One sentence is about the shell; one is off-topic. · The off-topic sentence (a favorite color) should be deleted. · It should go because it does not connect to the shell. · (Student deletes the off-topic sentence.) · Deleting the off-topic sentence keeps the paragraph focused on the shell. Example: remove a sentence about the weather from a paragraph about the shell's journey.

(11)(C)(iv) · Revising: Deleting Ideas · Sheet 4 of 36 · Prepare

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as 'close enough'; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

- (1) Emsy examined the ancient shell.
- (2) It had traveled far across the ocean.
- (3) Emsy's favorite color is purple.
- (4) The shell held clues about its long journey.

Which sentence should be DELETED from the paragraph?

A Sentence 1

B Sentence 2

C Sentence 3

D Sentence 4

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: Emsy examined the ancient shell. Now, (2) It had traveled far across the ocean. (3) Emsy’s favorite color is purple. (4) The shell held clues about its long journey. Which sentence should be DELETED from the paragraph?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(iv) · Revising: Deleting Ideas · Sheet 4 of 36 · Prepare

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: C Sentence 3

WHY THIS IS CORRECT

Sentence 3 (“Emsy’s favorite color is purple”) is off-topic. Deleting it keeps the paragraph focused on the shell and its journey.

WHY THE OTHER CHOICES ARE REVISION TRAPS

Sentences 1, 2, and 4 all describe the shell and its journey — they belong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

🕒 ~2 min

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

“Here’s the payoff: the correct answer is C — Sentence 3. Sentence 3 (“Emsy’s favorite color is purple”) is off-topic. Deleting it keeps the paragraph focused on the shell and its journey.”

▶ *Walk through why the other choices are weaker revisions.*

“Sentences 1, 2, and 4 all describe the shell and its journey — they belong.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: C — Sentence 3

(11)(C)(iv) · Revising: Deleting Ideas · Sheet 4 of 36 · Prepare

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by combining ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I combine short, choppy sentences into one smooth sentence.

Combining ideas joins two related sentences so the writing flows and is not choppy.

A good combined sentence keeps all the important ideas and reads smoothly.

KEY IDEA

Revising by combining joins two short, related sentences into one smooth sentence — no choppy repeats.

WHERE IT APPEARS: “The Pilgrims Chose Plymouth” — a student’s draft

This deck teaches **Revising: Combining Ideas** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Revising: Combining Ideas

⌚ ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is combining ideas — the standard says: ‘revise drafts by combining ideas for coherence.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: combining ideas — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Combining Ideas slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(v) • Revising: Combining Ideas • Sheet 5 of 36 • Cluster 1



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by combining ideas for coherence"

Which sentences are choppy?

Read the draft. Find two short sentences that could be joined.

"The Pilgrims sailed on the Mayflower. The Mayflower was crowded."

I CAN I notice choppy sentences that could be combined.

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Grade 3 • CLUSTER 1 • Revising • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our revising eyes. Which sentences are choppy? Read the draft. Find two short sentences that could be joined."

▶ Read the sentences aloud, then give quiet think time before taking answers.

"Read this with me: 'The Pilgrims sailed on the Mayflower. The Mayflower was crowded.'"

▶ Have students point to or name the sentence that needs revising. We are only noticing today — not revising anything yet.

ANSWER KEY: The two choppy sentences are about the Mayflower.

(11)(C)(v) • Revising: Combining Ideas • Sheet 5 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — The two choppy sentences are about the Mayflower.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about — keep them anchored to "revising: combining ideas" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when revising: combining ideas is strong — it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by combining ideas for coherence"

Choose the best combination.

With support, choose the smoothest way to combine the two sentences.

(The Pilgrims sailed on the Mayflower, it was crowded. / The Pilgrims sailed on the crowded Mayflower.)

I CAN I can choose the best combination, with support.

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Grade 3 • CLUSTER 1 • Revising • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose the smoothest way to combine the two sentences."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: (The Pilgrims sailed on the Mayflower, it was crowded. / The Pilgrims sailed on the crowded Mayflower.)"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: The Pilgrims sailed on the crowded Mayflower. (smooth combination).

(11)(C)(v) • Revising: Combining Ideas • Sheet 5 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — The Pilgrims sailed on the crowded Mayflower. (smooth combination).

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by combining ideas for coherence"

Show your thinking.

Tell why the combined sentence is smoother and keeps the ideas.

"They landed at Plymouth. Plymouth had fresh water."

I CAN I can show why combining helps.

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Grade 3 • CLUSTER 1 • Revising • 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. Tell why the combined sentence is smoother and keeps the ideas."

"Read this with me: 'They landed at Plymouth. Plymouth had fresh water.'"

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

ANSWER KEY: Combining keeps both ideas (landed + fresh water) in one smooth sentence.

(11)(C)(v) • Revising: Combining Ideas • 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 — Combining keeps both ideas (landed + fresh water) in one smooth sentence.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by combining ideas for coherence"

Revise on your own.

Combine two short sentences into one smooth sentence — no word bank.

"The winter was long. The winter was cold."

I CAN I can combine ideas myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'The winter was long. The winter was cold.' Combine two short sentences into one smooth sentence — no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: The winter was long and cold. (combined).

(11)(C)(v) • Revising: Combining Ideas • Sheet 5 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — The winter was long and cold. (combined).

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by combining ideas for coherence"

Evaluate and transfer.

Defend your combined sentence, then combine two short sentences in a draft of your own.

Explain why your combined sentence flows better. Then combine two choppy sentences in your own writing.

I CAN I can evaluate and combine ideas smoothly.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why your combined sentence flows better. Then combine two choppy sentences in your own writing."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The combined sentence keeps all the ideas and flows smoothly.
Example: "They planted corn and beans in the spring."

(11)(C)(v) • Revising: Combining Ideas • Sheet 5 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task.
Expected: an answer that matches — The combined sentence keeps all the ideas and flows smoothly. Example: "They planted corn and beans in the spring."

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **combining ideas** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(v) revise drafts by combining ideas for coherence	"The Pilgrims sailed on the crowded Mayflower." <i>Two short sentences combined into one smooth sentence.</i>
MY OWN EXAMPLE: <i>Combine two short sentences about the Pilgrims into one smooth sentence.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet — 5 of 36 — and complete the (11)(C)(v) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

🕒 ~5 min

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

"Now it's time to make this thinking your own."

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard — Two short sentences combined into one smooth sentence.

(11)(C)(v) · Revising: Combining Ideas · Sheet 5 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

The two choppy sentences are about the Mayflower.



CHOOSE
Tuesday

The Pilgrims sailed on the crowded Mayflower. (smooth combination).



SHOW
Wednesday

Combining keeps both ideas (landed + fresh water) in one smooth sentence.



OWN
Thursday

The winter was long and cold. (combined).



DEFEND
Friday

The combined sentence keeps all the ideas and flows smoothly. Example: “They planted corn and beans in the spring.”

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational — The two choppy sentences are about the Mayflower. Emergent — The Pilgrims sailed on the crowded Mayflower. (smooth combination). Visible — Combining keeps both ideas (landed + fresh water) in one smooth sentence. Independent — The winter was long and cold. (combined). Reflective — The combined sentence keeps all the ideas and flows smoothly. Example: “They planted corn and beans in the spring.”

ANSWER KEY: The two choppy sentences are about the Mayflower. · The Pilgrims sailed on the crowded Mayflower. (smooth combination). · Combining keeps both ideas (landed + fresh water) in one smooth sentence. · The winter was long and cold. (combined). · The combined sentence keeps all the ideas and flows smoothly. Example: “They planted corn and beans in the spring.”

(11)(C)(v) · Revising: Combining Ideas · Sheet 5 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(2) The Pilgrims sailed on the Mayflower.

(3) The Mayflower was crowded.

What is the **BEST** way to combine sentences 2 and 3?

- A The Pilgrims sailed on the crowded Mayflower.
- B The Pilgrims sailed on the Mayflower, it was crowded.
- C The Pilgrims sailed on the Mayflower and the Mayflower was crowded.
- D The Pilgrims sailed. On the crowded Mayflower.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: The Pilgrims sailed on the Mayflower. Now, (3) The Mayflower was crowded. What is the BEST way to combine sentences 2 and 3?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(v) · Revising: Combining Ideas · Sheet 5 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: A The Pilgrims sailed on the crowded Mayflower.

WHY THIS IS CORRECT

The best way to combine the sentences smoothly folds the detail into one sentence: **The Pilgrims sailed on the crowded Mayflower.**

WHY THE OTHER CHOICES ARE REVISION TRAPS

B joins them with only a comma (a comma splice). C repeats *the Mayflower* and sounds clunky. D leaves a fragment.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is A — The Pilgrims sailed on the crowded Mayflower. The best way to combine the sentences smoothly folds the detail into one sentence: The Pilgrims sailed on the crowded Mayflower.”

▶ *Walk through why the other choices are weaker revisions.*

“B joins them with only a comma (a comma splice). C repeats the Mayflower and sounds clunky. D leaves a fragment.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: A — The Pilgrims sailed on the crowded Mayflower.

(11)(C)(v) · Revising: Combining Ideas · Sheet 5 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by rearranging ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I put the ideas in an order that makes sense.

Rearranging ideas means moving a sentence so events or steps are in the right order.

Order words — first, next, then, finally — help me check the order.

KEY IDEA

Revising by rearranging means moving a sentence so the ideas are in an order the reader can follow.

WHERE IT APPEARS: “The Pilgrims Chose Plymouth” — a student’s draft

This deck teaches **Revising: Rearranging Ideas** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Revising: Rearranging Ideas

⌚ ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is rearranging ideas — the standard says: ‘revise drafts by rearranging ideas for coherence.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: rearranging ideas — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Rearranging Ideas slide deck • student Revising Tracking Sheets • highlighters/pencils.



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for coherence"

Which sentence is out of order?

Read the draft. Find the sentence that is in the wrong place.

"Finally, they built homes. First, they sailed across the ocean."

I CAN I notice a sentence that is out of order.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

⌚ ~2 min

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

"Let's warm up our revising eyes. Which sentence is out of order? Read the draft. Find the sentence that is in the wrong place."

▶ *Read the sentences aloud, then give quiet think time before taking answers.*

"Read this with me: 'Finally, they built homes. First, they sailed across the ocean.'"

▶ *Have students point to or name the sentence that needs revising. We are only noticing today — not revising anything yet.*

ANSWER KEY: The sentence starting with Finally is out of order.

(11)(C)(vi) • Revising: Rearranging Ideas • Sheet 6 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — The sentence starting with Finally is out of order.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about — keep them anchored to "revising: rearranging ideas" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when revising: rearranging ideas is strong — it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for coherence"

Choose the right spot.

With support, choose where the out-of-order sentence belongs.

A sentence that starts with (Finally) should go (last).

I CAN I can choose the right order, with support.

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Grade 3 • CLUSTER 1 • Revising • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

🕒 ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose where the out-of-order sentence belongs."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: A sentence that starts with (Finally) should go (last)."

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: A Finally sentence should go last.

(11)(C)(vi) • Revising: Rearranging Ideas • Sheet 6 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — A Finally sentence should go last.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for coherence"

Show your thinking.

Tell how order words show where a sentence belongs.

"First, they sailed. Then they explored. Finally, they settled."

I CAN I can show how to order ideas.

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Grade 3 • CLUSTER 1 • Revising • 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. Tell how order words show where a sentence belongs."

"Read this with me: 'First, they sailed. Then they explored. Finally, they settled.'"

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

ANSWER KEY: Order words (first, then, finally) show the sequence.

(11)(C)(vi) • Revising: Rearranging Ideas • Sheet 6 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches — Order words (first, then, finally) show the sequence.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for coherence"

Revise on your own.

Number the sentences in the order they should go — no word bank.

Put in order: Finally... / First... / Then...**I CAN** I can rearrange ideas myself.**TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)**

~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**"Read this one: Put in order: Finally... / First... / Then... Number the sentences in the order they should go — no word bank."**

► No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: First → Then → Finally.

(11)(C)(vi) • Revising: Rearranging Ideas • Sheet 6 of 36 • Cluster 1

CHECK FOR UNDERSTANDINGAsk a student to explain their answer for today's own task.
Expected: an answer that matches — First → Then → Finally.**COMMON MISCONCEPTION**

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for coherence"

Evaluate and transfer.

Defend your new order, then fix the order in a draft of your own.

Explain why your order makes sense. Then reorder the steps in one of your own paragraphs.

I CAN I can evaluate and rearrange ideas for order.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why your order makes sense. Then reorder the steps in one of your own paragraphs."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Putting the Finally sentence last makes the order clear. Example: "First they sailed, then they explored, and finally they built homes."

(11)(C)(vi) • Revising: Rearranging Ideas • Sheet 6 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — Putting the Finally sentence last makes the order clear. Example: "First they sailed, then they explored, and finally they built homes."

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **rearranging ideas** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(vi) revise drafts by rearranging ideas for coherence	First → Then → Finally (events in the order they happened). <i>Order words show where each sentence belongs.</i>
MY OWN EXAMPLE: <i>Write three sentences about the voyage in the right order, using first, then, and finally.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet — 6 of 36 — and complete the (11)(C)(vi) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

🕒 ~5 min

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

“Now it’s time to make this thinking your own.”

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student’s own example should match the standard —

(11)(C)(vi) · Revising: Rearranging Ideas · Sheet 6 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student’s own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

“Does my example have to be about the passage?” No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student’s cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

The sentence starting with *Finally* is out of order.



CHOOSE
Tuesday

A *Finally* sentence should go last.



SHOW
Wednesday

Order words (first, then, finally) show the sequence.



OWN
Thursday

First → Then → Finally.



DEFEND
Friday

Putting the *Finally* sentence last makes the order clear. Example: “First they sailed, then they explored, and finally they built homes.”

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational — The sentence starting with *Finally* is out of order. *Emergent* — A *Finally* sentence should go last. *Visible* — Order words (first, then, finally) show the sequence. *Independent* — First → Then → Finally. *Reflective* — Putting the *Finally* sentence last makes the order clear. Example: “First they sailed, then they explored, and finally they built homes.”

ANSWER KEY: The sentence starting with *Finally* is out of order. · A *Finally* sentence should go last. · Order words (first, then, finally) show the sequence. · First → Then → Finally. · Putting the *Finally* sentence last makes the order clear. Example: “First they sailed, then they explored, and finally they built homes.”

(11)(C)(vi) · Revising: Rearranging Ideas · Sheet 6 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is *Visible*-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

- (1) Finally, they built homes at Plymouth.
- (2) First, the Pilgrims sailed across the ocean.
- (3) Then they explored the rocky coast.

Where should sentence 1 be moved so the events are in order?

- A To the end, after sentence 3
- B Leave it where it is
- C Before sentence 2
- D Delete sentence 1

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: Finally, they built homes at Plymouth. Now, (2) First, the Pilgrims sailed across the ocean. (3) Then they explored the rocky coast. Where should sentence 1 be moved so the events are in order?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(vi) · Revising: Rearranging Ideas · Sheet 6 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: A To the end, after sentence 3

WHY THIS IS CORRECT

Sentence 1 begins with *Finally*, so it tells what happened last. Moving it to the end puts the events in the right order.

WHY THE OTHER CHOICES ARE REVISION TRAPS

B leaves the events out of order. C keeps *Finally* near the beginning, which is confusing. D removes an important event.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is A — To the end, after sentence 3. Sentence 1 begins with Finally, so it tells what happened last. Moving it to the end puts the events in the right order.”

▶ *Walk through why the other choices are weaker revisions.*

“B leaves the events out of order. C keeps Finally near the beginning, which is confusing. D removes an important event.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: A — To the end, after sentence 3

(11)(C)(vi) · Revising: Rearranging Ideas · Sheet 6 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by adding ideas for clarity”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I add a sentence that makes my meaning clearer.

Adding for clarity means putting in a sentence that explains or gives a reason, so the reader understands.

A good added sentence answers a question the reader might have.

KEY IDEA

Revising by adding for clarity puts in a sentence that explains or gives a reason so the reader understands.

WHERE IT APPEARS: “The Pilgrims Chose Plymouth” — a student’s draft

This deck teaches **Revising: Adding Ideas for Clarity** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Revising: Adding Ideas for Clarity

⌚ ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is adding ideas for clarity — the standard says: ‘revise drafts by adding ideas for clarity.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: adding ideas for clarity — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Adding Ideas for Clarity slide deck • student Revising Tracking Sheets • highlighters/pencils.



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by adding ideas for clarity"

Where is the meaning unclear?

Read the draft. Find a spot where the reader might ask "why" or "how."

"The Pilgrims chose Plymouth. So they decided to stay."

I CAN I notice where an idea would make the meaning clearer.

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Grade 3 • CLUSTER 1 • Revising • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our revising eyes. Where is the meaning unclear? Read the draft. Find a spot where the reader might ask "why" or "how.""

▶ *Read the sentences aloud, then give quiet think time before taking answers.*

"Read this with me: 'The Pilgrims chose Plymouth. So they decided to stay.'"

▶ *Have students point to or name the sentence that needs revising. We are only noticing today — not revising anything yet.*

ANSWER KEY: The reader might ask WHY they chose Plymouth.

(11)(C)(vii) • Revising: Adding Ideas for Clarity • Sheet 7 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — The reader might ask WHY they chose Plymouth.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about — keep them anchored to "revising: adding ideas for clarity" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when revising: adding ideas for clarity is strong — it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by adding ideas for clarity"

Choose the best sentence to add.

With support, choose the sentence that best explains the idea.

(The land had fresh water and good soil. / The ocean is very big.)

I CAN I can choose a clarifying sentence, with support.

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Grade 3 • CLUSTER 1 • Revising • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose the sentence that best explains the idea."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: (The land had fresh water and good soil. / The ocean is very big.)"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: "The land had fresh water and good soil." (explains the reason).

(11)(C)(vii) • Revising: Adding Ideas for Clarity • Sheet 7 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — "The land had fresh water and good soil." (explains the reason).

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by adding ideas for clarity"

Show your thinking.

Tell why the added sentence makes the meaning clear.

Add a reason after: "The Pilgrims chose Plymouth."

I CAN I can show why an added idea adds clarity.



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. Tell why the added sentence makes the meaning clear."

"Read this with me: Add a reason after: 'The Pilgrims chose Plymouth.'"

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

ANSWER KEY: It makes the meaning clear by giving the reason.

(11)(C)(vii) • Revising: Adding Ideas for Clarity • Sheet 7 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — It makes the meaning clear by giving the reason.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by adding ideas for clarity"

Revise on your own.

Write a sentence that explains or gives a reason — to make the idea clear.

After "They planted crops," add a sentence that tells why.

I CAN I can add an idea for clarity myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**"Read this one: After 'They planted crops,' add a sentence that tells why. Write a sentence that explains or gives a reason — to make the idea clear."**

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: (Student adds a clarifying reason sentence.)

(11)(C)(vii) • Revising: Adding Ideas for Clarity • Sheet 7 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — (Student adds a clarifying reason sentence.)

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by adding ideas for clarity"

Evaluate and transfer.

Defend your added sentence, then add a clarifying idea to a draft of your own.

Explain how your sentence makes the meaning clearer. Then add a clarifying idea to your own writing.

I CAN I can evaluate and add ideas for clarity.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain how your sentence makes the meaning clearer. Then add a clarifying idea to your own writing."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: A clarifying sentence explains or gives a reason. Example: "The bay was calm enough for their ship to anchor safely."

(11)(C)(vii) • Revising: Adding Ideas for Clarity • Sheet 7 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — A clarifying sentence explains or gives a reason. Example: "The bay was calm enough for their ship to anchor safely."

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **adding ideas for clarity** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(vii) revise drafts by adding ideas for clarity	Add: "The land had fresh water and good soil for farming." (explains why they chose it). <i>The added sentence explains the reason, making the idea clear.</i>
MY OWN EXAMPLE: <i>Add one sentence that explains WHY the Pilgrims chose Plymouth.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet — 7 of 36 — and complete the (11)(C)(vii) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

🕒 ~5 min

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

"Now it's time to make this thinking your own."

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard — (explains why they chose it). The added sentence explains the reason, making the idea clear.

(11)(C)(vii) · Revising: Adding Ideas for Clarity · Sheet 7 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

The reader might ask WHY they chose Plymouth.



CHOOSE
Tuesday

“The land had fresh water and good soil.” (explains the reason).



SHOW
Wednesday

It makes the meaning clear by giving the reason.



OWN
Thursday

(Student adds a clarifying reason sentence.)



DEFEND
Friday

A clarifying sentence explains or gives a reason. Example: “The bay was calm enough for their ship to anchor safely.”

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational — The reader might ask WHY they chose Plymouth. Emergent — “The land had fresh water and good soil.” (explains the reason). Visible — It makes the meaning clear by giving the reason. Independent — (Student adds a clarifying reason sentence.) Reflective — A clarifying sentence explains or gives a reason. Example: “The bay was calm enough for their ship to anchor safely.”

ANSWER KEY: The reader might ask WHY they chose Plymouth. · “The land had fresh water and good soil.” (explains the reason). · It makes the meaning clear by giving the reason. · (Student adds a clarifying reason sentence.) · A clarifying sentence explains or gives a reason. Example: “The bay was calm enough for their ship to anchor safely.”

(11)(C)(vii) · Revising: Adding Ideas for Clarity · Sheet 7 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

- (1) The Pilgrims chose Plymouth.
(2) ____
(3) So they decided to stay and build their homes.

Which sentence could **BEST** be added as sentence 2 to make the idea clearer?

- A** The land had fresh water and good soil for farming.
- B** The ocean was very big and blue.
- C** Ships are usually made of wood.
- D** The Pilgrims were tired.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: The Pilgrims chose Plymouth. Now, (2) ____ (3) So they decided to stay and build their homes. Which sentence could BEST be added as sentence 2 to make the idea clearer?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(vii) · Revising: Adding Ideas for Clarity · Sheet 7 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: A The land had fresh water and good soil for farming.

WHY THIS IS CORRECT

Adding a sentence that explains WHY they chose Plymouth makes the idea clear: **The land had fresh water and good soil for farming.**

WHY THE OTHER CHOICES ARE REVISION TRAPS

B and C add facts that do not explain the choice. D is vague and does not tell why they stayed.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is A — The land had fresh water and good soil for farming. Adding a sentence that explains WHY they chose Plymouth makes the idea clear: The land had fresh water and good soil for farming.”

▶ *Walk through why the other choices are weaker revisions.*

“B and C add facts that do not explain the choice. D is vague and does not tell why they stayed.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: A — The land had fresh water and good soil for farming.

(11)(C)(vii) · Revising: Adding Ideas for Clarity · Sheet 7 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by deleting ideas for clarity”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I take out a sentence that confuses the reader.

Deleting for clarity means removing a sentence that is a distraction or an unnecessary fact.

If a sentence pulls the reader away from the point, it should go.

KEY IDEA

Revising by deleting for clarity removes a sentence that distracts or confuses, so the point stays clear.

WHERE IT APPEARS: “The Pilgrims Chose Plymouth” — a student’s draft

This deck teaches **Revising: Deleting Ideas for Clarity** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Revising: Deleting Ideas for Clarity

⌚ ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is deleting ideas for clarity — the standard says: ‘revise drafts by deleting ideas for clarity.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: deleting ideas for clarity — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Deleting Ideas for Clarity slide deck • student Revising Tracking Sheets • highlighters/pencils.



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by deleting ideas for clarity"

Which sentence is a distraction?

Read the paragraph. Find the sentence that pulls the reader off the point.

One sentence is a random fact that does not fit.

I CAN I notice a distracting sentence.

The Writing Academy®, LLC



Grade 3 • CLUSTER 1 • Revising • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our revising eyes. Which sentence is a distraction? Read the paragraph. Find the sentence that pulls the reader off the point."

▶ *Read the sentences aloud, then give quiet think time before taking answers.*

"Read this with me: One sentence is a random fact that does not fit."

▶ *Have students point to or name the sentence that needs revising. We are only noticing today — not revising anything yet.*

ANSWER KEY: One sentence is a random fact that distracts.

(11)(C)(viii) • Revising: Deleting Ideas for Clarity • Sheet 8 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — One sentence is a random fact that distracts.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about — keep them anchored to "revising: deleting ideas for clarity" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when revising: deleting ideas for clarity is strong — it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by deleting ideas for clarity"

Choose the sentence to delete.

With support, choose the sentence that should be removed for clarity.

(keep: about farming / delete: a random fact about corn's color)

I CAN I can choose a sentence to delete, with support.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose the sentence that should be removed for clarity."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: (keep: about farming / delete: a random fact about corn's color)"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: The random fact about corn's color should be deleted.

(11)(C)(viii) • Revising: Deleting Ideas for Clarity • Sheet 8 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — The random fact about corn's color should be deleted.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by deleting ideas for clarity"

Show your thinking.

Tell why removing the sentence makes the paragraph clearer.

Look at a paragraph about the harvest.

I CAN I can show why a sentence distracts.



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. Tell why removing the sentence makes the paragraph clearer."

"Read this with me: Look at a paragraph about the harvest."

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

ANSWER KEY: Removing it keeps the reader on the main point.

(11)(C)(viii) • Revising: Deleting Ideas for Clarity • Sheet 8 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — Removing it keeps the reader on the main point.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by deleting ideas for clarity"

Revise on your own.

Cross out the sentence that distracts from the point — no word bank.

Find the distracting sentence in a short paragraph.

I CAN I can delete a distracting idea myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: Find the distracting sentence in a short paragraph. Cross out the sentence that distracts from the point — no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: (Student deletes the distracting sentence.)

(11)(C)(viii) • Revising: Deleting Ideas for Clarity • Sheet 8 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — (Student deletes the distracting sentence.)

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by deleting ideas for clarity"

Evaluate and transfer.

Defend your deletion, then remove a distracting sentence from a draft of your own.

Explain why the deleted sentence distracted the reader. Then find and remove one in your own writing.

I CAN I can evaluate and delete ideas for clarity.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why the deleted sentence distracted the reader. Then find and remove one in your own writing."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Deleting the distracting fact keeps the paragraph clear. Example: remove "Corn is a yellow vegetable" from a paragraph about surviving the winter.

(11)(C)(viii) • Revising: Deleting Ideas for Clarity • Sheet 8 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — Deleting the distracting fact keeps the paragraph clear. Example: remove "Corn is a yellow vegetable" from a paragraph about surviving the winter.

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **deleting ideas for clarity** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(viii) revise drafts by deleting ideas for clarity	Delete: "Corn is a yellow vegetable." (a distracting fact in a paragraph about surviving the winter). <i>Removing the distracting fact keeps the paragraph clear.</i>
MY OWN EXAMPLE: <i>Find and cross out one distracting sentence in a short paragraph about the harvest.</i>	

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

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

🕒 ~5 min

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

"Now it's time to make this thinking your own."

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard — (a distracting fact in a paragraph about surviving the winter). Removing the distracting fact keeps the paragraph clear.

(11)(C)(viii) · Revising: Deleting Ideas for Clarity · Sheet 8 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

One sentence is a random fact that distracts.



CHOOSE
Tuesday

The random fact about corn's color should be deleted.



SHOW
Wednesday

Removing it keeps the reader on the main point.



OWN
Thursday

(Student deletes the distracting sentence.)



DEFEND
Friday

Deleting the distracting fact keeps the paragraph clear. Example: remove "Corn is a yellow vegetable" from a paragraph about surviving the winter.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct:
Foundational — One sentence is a random fact that distracts. *Emergent* — The random fact about corn's color should be deleted. *Visible* — Removing it keeps the reader on the main point. *Independent* — (Student deletes the distracting sentence.) *Reflective* — Deleting the distracting fact keeps the paragraph clear. Example: remove "Corn is a yellow vegetable" from a paragraph about surviving the winter.

ANSWER KEY: One sentence is a random fact that distracts. · The random fact about corn's color should be deleted. · Removing it keeps the reader on the main point. · (Student deletes the distracting sentence.) · Deleting the distracting fact keeps the paragraph clear. Example: remove "Corn is a yellow vegetable" from a paragraph about surviving the winter.

(11)(C)(viii) · Revising: Deleting Ideas for Clarity · Sheet 8 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as 'close enough'; require them to revise it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

- (1) Plymouth had good soil for crops.
- (2) The Pilgrims planted corn and beans.
- (3) Corn is a yellow vegetable.
- (4) Their harvest helped them survive the winter.

Which sentence should be DELETED to make the paragraph clearer?

A Sentence 1

B Sentence 2

C Sentence 3

D Sentence 4

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: Plymouth had good soil for crops. Now, (2) The Pilgrims planted corn and beans. (3) Corn is a yellow vegetable. (4) Their harvest helped them survive the winter. Which sentence should be DELETED to make the paragraph clearer?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(viii) · Revising: Deleting Ideas for Clarity · Sheet 8 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: C Sentence 3

WHY THIS IS CORRECT

Sentence 3 (“Corn is a yellow vegetable”) is a random fact that distracts from the main idea about farming and survival. Deleting it makes the paragraph clearer.

WHY THE OTHER CHOICES ARE REVISION TRAPS

Sentences 1, 2, and 4 all connect to farming and surviving the winter — they belong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is C — Sentence 3. Sentence 3 (“Corn is a yellow vegetable”) is a random fact that distracts from the main idea about farming and survival. Deleting it makes the paragraph clearer.”

▶ *Walk through why the other choices are weaker revisions.*

“Sentences 1, 2, and 4 all connect to farming and surviving the winter — they belong.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: C — Sentence 3

(11)(C)(viii) • Revising: Deleting Ideas for Clarity • Sheet 8 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by combining ideas for clarity”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I combine sentences to show how ideas connect.

Combining for clarity joins two sentences with a word like *and*, *but*, *so*, or *because* to make the relationship clear.

The connecting word tells the reader how the ideas fit together.

KEY IDEA

Combining for clarity joins two sentences with a connecting word (so, because, but) so the reader sees how the ideas relate.

WHERE IT APPEARS: “Laura Ingalls Wilder” — a student’s draft

This deck teaches **Revising: Combining Ideas for Clarity** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Revising: Combining Ideas for Clarity

⌚ ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is combining ideas for clarity — the standard says: ‘revise drafts by combining ideas for clarity.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: combining ideas for clarity — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Combining Ideas for Clarity slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(ix) • Revising: Combining Ideas for Clarity • Sheet 9 of 36 •
Cluster 2



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by combining ideas for clarity"

Which two ideas connect?

Read the draft. Find two sentences whose ideas are related.

"Laura loved the prairie. She wrote books about it."

I CAN I notice two ideas that connect.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our revising eyes. Which two ideas connect? Read the draft. Find two sentences whose ideas are related."

▶ *Read the sentences aloud, then give quiet think time before taking answers.*

"Read this with me: 'Laura loved the prairie. She wrote books about it.'"

▶ *Have students point to or name the sentence that needs revising. We are only noticing today — not revising anything yet.*

ANSWER KEY: Two related ideas: loving the prairie and writing about it.

(11)(C)(ix) • Revising: Combining Ideas for Clarity • Sheet 9 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — Two related ideas: loving the prairie and writing about it.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about — keep them anchored to "revising: combining ideas for clarity" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when revising: combining ideas for clarity is strong — it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by combining ideas for clarity"

Choose the connecting word.

With support, choose the word that best shows how the ideas relate.

Laura loved the prairie, (and / so) she wrote books about it.

I CAN I can choose a connecting word, with support.

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Grade 3 • CLUSTER 2 • Revising • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose the word that best shows how the ideas relate."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: Laura loved the prairie, (and / so) she wrote books about it."

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: so (it shows the reason).

(11)(C)(ix) • Revising: Combining Ideas for Clarity • Sheet 9 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — so (it shows the reason).

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by combining ideas for clarity"

Show your thinking.

Tell how the connecting word makes the relationship clear.

"The winters were hard, ___ the family stayed strong."

I CAN I can show how a connecting word adds clarity.



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. Tell how the connecting word makes the relationship clear."

"Read this with me: 'The winters were hard, ___ the family stayed strong.'"

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

ANSWER KEY: A word like but or so shows how the ideas relate.

(11)(C)(ix) • Revising: Combining Ideas for Clarity • Sheet 9 of 36 •
Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — A word like but or so shows how the ideas relate.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by combining ideas for clarity"

Revise on your own.

Combine two related sentences with a connecting word — no word bank.

"The soil was rich. Crops grew well."

I CAN I can combine ideas for clarity myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'The soil was rich. Crops grew well.' Combine two related sentences with a connecting word — no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: The soil was rich, so crops grew well.

(11)(C)(ix) • Revising: Combining Ideas for Clarity • Sheet 9 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — The soil was rich, so crops grew well.

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by combining ideas for clarity"

Evaluate and transfer.

Defend your connecting word, then combine two ideas in a draft of your own.

Explain why so shows the connection. Then combine two related sentences in your own writing with a connecting word.

I CAN I can evaluate and combine ideas for clarity.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why so shows the connection. Then combine two related sentences in your own writing with a connecting word."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The connecting word so makes the reason clear. Example: "It rained all week, so the fields turned to mud."

(11)(C)(ix) • Revising: Combining Ideas for Clarity • Sheet 9 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — The connecting word so makes the reason clear. Example: "It rained all week, so the fields turned to mud."

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **combining for clarity** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(ix) revise drafts by combining ideas for clarity	"Laura loved the prairie, so she wrote books about it." <i>so shows why she wrote — the ideas connect clearly.</i>
MY OWN EXAMPLE: <i>Combine two related sentences about Laura with a connecting word (so, because, but).</i>	

→ Now open your Standards Sweep Revising Tracking Sheet — 9 of 36 — and complete the (11)(C)(ix) row.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • Your Turn • Fill in the Tracking Sheet

🕒 ~5 min

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

"Now it's time to make this thinking your own."

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard — so shows why she wrote — the ideas connect clearly.

(11)(C)(ix) • Revising: Combining Ideas for Clarity • Sheet 9 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

Two related ideas: loving the prairie and writing about it.



CHOOSE
Tuesday

so (it shows the reason).



SHOW
Wednesday

A word like *but* or *so* shows how the ideas relate.



OWN
Thursday

The soil was rich, so crops grew well.



DEFEND
Friday

The connecting word *so* makes the reason clear. Example: "It rained all week, so the fields turned to mud."

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct:
Foundational — Two related ideas: loving the prairie and writing about it. *Emergent* — so (it shows the reason). *Visible* — A word like *but* or *so* shows how the ideas relate. *Independent* — The soil was rich, so crops grew well. *Reflective* — The connecting word *so* makes the reason clear. Example: "It rained all week, so the fields turned to mud."

ANSWER KEY: Two related ideas: loving the prairie and writing about it. · so (it shows the reason). · A word like *but* or *so* shows how the ideas relate. · The soil was rich, so crops grew well. · The connecting word *so* makes the reason clear. Example: "It rained all week, so the fields turned to mud."

(11)(C)(ix) · Revising: Combining Ideas for Clarity · Sheet 9 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as 'close enough'; require them to revise it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

- (2) Laura loved the prairie.
(3) She wrote books about it.

What is the **BEST** way to combine sentences 2 and 3?

- A** Laura loved the prairie, so she wrote books about it.
- B** Laura loved the prairie she wrote books about it.
- C** Laura loved the prairie. So she wrote books about it.
- D** Laura loved the prairie, she wrote books about it.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: Laura loved the prairie. Now, (3) She wrote books about it. What is the BEST way to combine sentences 2 and 3?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(ix) · Revising: Combining Ideas for Clarity · Sheet 9 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: A Laura loved the prairie, so she wrote books about it.

WHY THIS IS CORRECT

Combining the sentences with so makes the connection clear: **Laura loved the prairie, so she wrote books about it.**

WHY THE OTHER CHOICES ARE REVISION TRAPS

B is a run-on (no comma or connecting word). C stays choppy (two short sentences). D is a comma splice (a comma but no connecting word).

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is A — Laura loved the prairie, so she wrote books about it. Combining the sentences with so makes the connection clear: Laura loved the prairie, so she wrote books about it.”

▶ *Walk through why the other choices are weaker revisions.*

“B is a run-on (no comma or connecting word). C stays choppy (two short sentences). D is a comma splice (a comma but no connecting word).”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: A — Laura loved the prairie, so she wrote books about it.

(11)(C)(ix) · Revising: Combining Ideas for Clarity · Sheet 9 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by rearranging ideas for clarity”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I move a sentence so my main idea is clear.

Rearranging for clarity means putting the big idea where it helps the reader most — often at the beginning.

A clear topic sentence up front tells the reader what the paragraph is about.

KEY IDEA

Rearranging for clarity moves a sentence — often the main idea — to a spot that helps the reader understand.

WHERE IT APPEARS: “Laura Ingalls Wilder” — a student’s draft

This deck teaches **Revising: Rearranging Ideas for Clarity** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Revising: Rearranging Ideas for Clarity

⌚ ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is rearranging ideas for clarity — the standard says: ‘revise drafts by rearranging ideas for clarity.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: rearranging ideas for clarity — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Rearranging Ideas for Clarity slide deck · student Revising Tracking Sheets · highlighters/pencils.

(11)(C)(x) · Revising: Rearranging Ideas for Clarity · Sheet 10 of 36 · Cluster 2



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for clarity"

Which sentence is the main idea?

Read the paragraph. Find the sentence that states the big idea.

One sentence tells the big idea; the others give details.

I CAN I notice the main idea sentence.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

⌚ ~2 min

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

"Let's warm up our revising eyes. Which sentence is the main idea? Read the paragraph. Find the sentence that states the big idea."

▶ *Read the sentences aloud, then give quiet think time before taking answers.*

"Read this with me: One sentence tells the big idea; the others give details."

▶ *Have students point to or name the sentence that needs revising. We are only noticing today — not revising anything yet.*

ANSWER KEY: The main idea is the sentence that states the big idea.

(11)(C)(x) • Revising: Rearranging Ideas for Clarity • Sheet 10 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — The main idea is the sentence that states the big idea.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about — keep them anchored to "revising: rearranging ideas for clarity" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when revising: rearranging ideas for clarity is strong — it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for clarity"

Choose where it belongs.

With support, choose where the main idea belongs for clarity.

The main-idea sentence belongs at the (beginning / end).

I CAN I can choose where the main idea goes, with support.

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Grade 3 • CLUSTER 2 • Revising • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose where the main idea belongs for clarity."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: The main-idea sentence belongs at the (beginning / end)."

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: It belongs at the beginning.

(11)(C)(x) • Revising: Rearranging Ideas for Clarity • Sheet 10 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — It belongs at the beginning.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for clarity"

Show your thinking.

Tell why moving the main idea to the front makes the paragraph clearer.

Look at a paragraph about the family's move.

I CAN I can show why order adds clarity.



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. Tell why moving the main idea to the front makes the paragraph clearer."

"Read this with me: Look at a paragraph about the family's move."

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

ANSWER KEY: A main idea up front makes the paragraph clear from the start.

(11)(C)(x) • Revising: Rearranging Ideas for Clarity • Sheet 10 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — A main idea up front makes the paragraph clear from the start.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for clarity"

Revise on your own.

Mark where the main idea sentence should be moved — no word bank.

Find the main idea and move it to the front.

I CAN I can rearrange for clarity myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: Find the main idea and move it to the front. Mark where the main idea sentence should be moved — no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: (Student moves the main idea to the front.)

(11)(C)(x) • Revising: Rearranging Ideas for Clarity • Sheet 10 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — (Student moves the main idea to the front.)

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for clarity"

Evaluate and transfer.

Defend your new order, then move a main idea in a draft of your own.

Explain why the main idea works best at the beginning. Then move a topic sentence in your own paragraph.

I CAN I can evaluate and rearrange ideas for clarity.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why the main idea works best at the beginning. Then move a topic sentence in your own paragraph."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Moving the main idea to the beginning helps the reader. Example: start with "Life on the prairie was hard but happy."

(11)(C)(x) • Revising: Rearranging Ideas for Clarity • Sheet 10 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — Moving the main idea to the beginning helps the reader. Example: start with "Life on the prairie was hard but happy."

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **rearranging for clarity** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(x) revise drafts by rearranging ideas for clarity	Move the main idea (“Moving west was a big adventure”) to the beginning . <i>A clear main idea up front tells the reader what the paragraph is about.</i>
MY OWN EXAMPLE: <i>Write a short paragraph with the main idea at the beginning.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet — 10 of 36 — and complete the (11)(C)(x) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

🕒 ~5 min

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

“Now it’s time to make this thinking your own.”

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student’s own example should match the standard —) to the beginning. A clear main idea up front tells the reader what the paragraph is about.

(11)(C)(x) · Revising: Rearranging Ideas for Clarity · Sheet 10 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student’s own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

“Does my example have to be about the passage?” No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student’s cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

The main idea is the sentence that states the big idea.



CHOOSE
Tuesday

It belongs at the beginning.



SHOW
Wednesday

A main idea up front makes the paragraph clear from the start.



OWN
Thursday

(Student moves the main idea to the front.)



DEFEND
Friday

Moving the main idea to the beginning helps the reader. Example: start with “Life on the prairie was hard but happy.”

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational — The main idea is the sentence that states the big idea. *Emergent* — It belongs at the beginning. *Visible* — A main idea up front makes the paragraph clear from the start. *Independent* — (Student moves the main idea to the front.) *Reflective* — Moving the main idea to the beginning helps the reader. Example: start with “Life on the prairie was hard but happy.”

ANSWER KEY: The main idea is the sentence that states the big idea. · It belongs at the beginning. · A main idea up front makes the paragraph clear from the start. · (Student moves the main idea to the front.) · Moving the main idea to the beginning helps the reader. Example: start with “Life on the prairie was hard but happy.”

(11)(C)(x) · Revising: Rearranging Ideas for Clarity · Sheet 10 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

- (1) The wagon was packed with food and tools.
- (2) The family traveled west for many weeks.
- (3) Moving to a new home was a big adventure for Laura's family.

To make the paragraph clearer, where should sentence 3 be moved?

- A To the beginning, before sentence 1
- B Leave it at the end
- C After sentence 1
- D Delete sentence 3

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: The wagon was packed with food and tools. Now, (2) The family traveled west for many weeks. (3) Moving to a new home was a big adventure for Laura’s family. To make the paragraph clearer, where should sentence 3 be moved?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(x) · Revising: Rearranging Ideas for Clarity · Sheet 10 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: A To the beginning, before sentence 1

WHY THIS IS CORRECT

Sentence 3 states the big idea of the paragraph. Moving it to the beginning makes the paragraph clear from the start.

WHY THE OTHER CHOICES ARE REVISION TRAPS

B leaves the main idea buried at the end. C splits the details oddly. D removes the main idea, which the paragraph needs.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is A — To the beginning, before sentence 1. Sentence 3 states the big idea of the paragraph. Moving it to the beginning makes the paragraph clear from the start.”

▶ *Walk through why the other choices are weaker revisions.*

“B leaves the main idea buried at the end. C splits the details oddly. D removes the main idea, which the paragraph needs.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: A — To the beginning, before sentence 1

(11)(C)(x) · Revising: Rearranging Ideas for Clarity · Sheet 10 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts to improve sentence structure”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I fix sentences that are awkward or built incorrectly. Good **sentence structure** means one clear subject and smooth wording — no doubled or missing words.

This is a review — read carefully and smooth out the awkward sentence.

KEY IDEA

Revising sentence structure means fixing an awkward or clumsy sentence so it reads smoothly and clearly.

WHERE IT APPEARS: “Laura Ingalls Wilder” — a student’s draft

This deck teaches **Revising: Improve Sentence Structure** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Revising: Improve Sentence Structure

⌚ ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is improve sentence structure — the standard says: ‘revise drafts to improve sentence structure.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: improve sentence structure — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Improve Sentence Structure slide deck • student Revising Tracking Sheets • highlighters/pencils.



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Which sentence is awkward?

Read all three sentences. Find the ONE that does not read smoothly.

- (1) The prairie stretched for miles.
- (2) Laura and her family they traveled in a covered wagon.
- (3) At night they camped under the stars.

I CAN I notice an awkward sentence.

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Grade 3 • CLUSTER 2 • Revising • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our revising eyes. Which sentence is awkward? Read all three sentences. Find the ONE that does not read smoothly."

▶ Read the sentences aloud, then give quiet think time before taking answers.

"Read this with me: (1) The prairie stretched for miles. (2) Laura and her family they traveled in a covered wagon. (3) At night they camped under the stars."

▶ Have students point to or name the sentence that needs revising. We are only noticing today — not revising anything yet.

ANSWER KEY: The awkward sentence adds an extra they.

(11)(C)(i) • Revising: Improve Sentence Structure • Sheet 11 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — The awkward sentence adds an extra they.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about — keep them anchored to "revising: improve sentence structure" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when revising: improve sentence structure is strong — it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Choose the smoother sentence.

With support, choose the version that reads more smoothly.

(Laura and her family they traveled. / Laura and her family traveled.)

I CAN I can choose a smoother sentence, with support.

The Writing Academy®, LLC

Grade 3 • CLUSTER 2 • Revising • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose the version that reads more smoothly."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: (Laura and her family they traveled. / Laura and her family traveled.)"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: Laura and her family traveled. (smoother).

(11)(C)(i) • Revising: Improve Sentence Structure • Sheet 11 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — Laura and her family traveled. (smoother).

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Show your thinking.

Underline the awkward part. Tell why the smoother version is better.

"The prairie it stretched for miles."

I CAN I can show why a sentence is awkward.



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. Underline the awkward part. Tell why the smoother version is better."

"Read this with me: 'The prairie it stretched for miles.'"

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

ANSWER KEY: "The prairie it stretched" repeats the subject with it.

(11)(C)(i) • Revising: Improve Sentence Structure • Sheet 11 of 36 •
Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches — "The prairie it stretched" repeats the subject with it.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Revise on your own.

Revise the awkward sentence so it reads smoothly — no word bank.

"Laura and her family they traveled west."

I CAN I can revise an awkward sentence myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'Laura and her family they traveled west.' Revise the awkward sentence so it reads smoothly — no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: Laura and her family traveled west.

(11)(C)(i) • Revising: Improve Sentence Structure • Sheet 11 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — Laura and her family traveled west.

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Evaluate and transfer.

Defend your revision, then smooth out a sentence in a draft of your own.

Explain why removing *they* is smoother. Then fix an awkward sentence in your own writing.

I CAN I can evaluate and improve sentence structure.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why removing they is smoother. Then fix an awkward sentence in your own writing."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Removing the extra they makes the sentence smooth. Example: "The oxen pulled the heavy wagon slowly."

(11)(C)(i) • Revising: Improve Sentence Structure • Sheet 11 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — Removing the extra they makes the sentence smooth. Example: "The oxen pulled the heavy wagon slowly."

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **improve sentence structure** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(i) revise drafts to improve sentence structure	"Laura and her family traveled in a covered wagon." <i>One clear subject and smooth wording — no extra they.</i>
MY OWN EXAMPLE: <i>Write your own smooth, clear sentence about the family's journey.</i>	

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

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

🕒 ~5 min

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

"Now it's time to make this thinking your own."

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard — One clear subject and smooth wording — no extra they.

(11)(C)(i) · Revising: Improve Sentence Structure · Sheet 11 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

The awkward sentence adds an extra *they*.



CHOOSE
Tuesday

Laura and her family traveled. (smoother).



SHOW
Wednesday

“The prairie it stretched” repeats the subject with *it*.



OWN
Thursday

Laura and her family traveled west.



DEFEND
Friday

Removing the extra *they* makes the sentence smooth. Example: “The oxen pulled the heavy wagon slowly.”

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational — The awkward sentence adds an extra *they*. Emergent — Laura and her family traveled. (smoother). Visible — “The prairie it stretched” repeats the subject with *it*. Independent — Laura and her family traveled west. Reflective — Removing the extra *they* makes the sentence smooth. Example: “The oxen pulled the heavy wagon slowly.”

ANSWER KEY: The awkward sentence adds an extra *they*. · Laura and her family traveled. (smoother). · “The prairie it stretched” repeats the subject with *it*. · Laura and her family traveled west. · Removing the extra *they* makes the sentence smooth. Example: “The oxen pulled the heavy wagon slowly.”

(11)(C)(i) · Revising: Improve Sentence Structure · Sheet 11 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(2) Laura and her family they traveled in a covered wagon.

What is the **BEST** way to revise sentence 2?

- A Laura and her family traveled in a covered wagon.
- B Laura and her family they traveled in a covered wagon.
- C They Laura and her family traveled in a covered wagon.
- D Traveled in a covered wagon Laura and her family.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: Laura and her family they traveled in a covered wagon. Now, what is the BEST way to revise sentence 2?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(i) · Revising: Improve Sentence Structure · Sheet 11 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: A Laura and her family traveled in a covered wagon.

WHY THIS IS CORRECT

Sentence 2 has an extra subject (“family they”). The best revision uses one clear subject: **Laura and her family traveled in a covered wagon.**

WHY THE OTHER CHOICES ARE REVISION TRAPS

B keeps the extra *they*. C adds *They* at the front, which is still awkward. D puts the words in a clumsy order.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is A — Laura and her family traveled in a covered wagon. Sentence 2 has an extra subject (“family they”). The best revision uses one clear subject: Laura and her family traveled in a covered wagon.”

▶ *Walk through why the other choices are weaker revisions.*

“B keeps the extra they. C adds They at the front, which is still awkward. D puts the words in a clumsy order.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: A — Laura and her family traveled in a covered wagon.

(11)(C)(i) · Revising: Improve Sentence Structure · Sheet 11 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts to improve word choice”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I choose exact, vivid words instead of vague ones.

Word choice means trading a plain word (big, good, went) for a stronger one (vast, joyful, hurried).

This is a review — swap a vague word for one that paints a clearer picture.

KEY IDEA

Revising word choice swaps a plain or vague word for a stronger, more exact one that paints a clear picture.

WHERE IT APPEARS: “Laura Ingalls Wilder” — a student’s draft

This deck teaches **Revising: Improve Word Choice** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Revising: Improve Word Choice

⌚ ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is improve word choice — the standard says: ‘revise drafts to improve word choice.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: improve word choice — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Improve Word Choice slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(ii) • Revising: Improve Word Choice • Sheet 12 of 36 • Cluster 2



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Which word is vague?

Read the sentence. Find the word that is plain or unclear.

"The prairie was a big place with tall grass."

I CAN I notice a vague word.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our revising eyes. Which word is vague? Read the sentence. Find the word that is plain or unclear."

▶ *Read the sentences aloud, then give quiet think time before taking answers.*

"Read this with me: 'The prairie was a big place with tall grass.'"

▶ *Have students point to or name the sentence that needs revising. We are only noticing today — not revising anything yet.*

ANSWER KEY: The vague word is big.

(11)(C)(ii) • Revising: Improve Word Choice • Sheet 12 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task.
Expected: an answer that matches — The vague word is big.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about — keep them anchored to "revising: improve word choice" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when revising: improve word choice is strong — it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Choose the stronger word.

With support, choose the more vivid, exact word.

The prairie was a (big / vast) place.

I CAN I can choose a stronger word, with support.

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Grade 3 • CLUSTER 2 • Revising • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

🕒 ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose the more vivid, exact word."

▶ Read the sentence with the two versions, then give quiet think time.

"Read this with me: The prairie was a (big / vast) place."

▶ Guide students toward the smoother version using the standard as the reason, then confirm together.

ANSWER KEY: vast (the stronger word).

(11)(C)(ii) • Revising: Improve Word Choice • Sheet 12 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — vast (the stronger word).

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Show your thinking.

Underline the vague word. Tell what stronger word paints a clearer picture.

"The wagon went across the plains."

I CAN I can show why a word is vague.

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Grade 3 • CLUSTER 2 • Revising • 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. Underline the vague word. Tell what stronger word paints a clearer picture."

"Read this with me: 'The wagon went across the plains.'"

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

ANSWER KEY: "went" is plain — a word like rolled or bounced is stronger.

(11)(C)(ii) • Revising: Improve Word Choice • Sheet 12 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches — "went" is plain — a word like rolled or bounced is stronger.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Revise on your own.

Replace the vague word with a stronger, more exact one — no word bank.

"The prairie was a big place."

I CAN I can improve word choice myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'The prairie was a big place.' Replace the vague word with a stronger, more exact one — no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: vast ("a vast place," not "a big place").

(11)(C)(ii) • Revising: Improve Word Choice • Sheet 12 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — vast ("a vast place," not "a big place").

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Evaluate and transfer.

Defend your word, then improve a vague word in a draft of your own.

Explain why *vast* is stronger than *big*. Then replace a vague word in your own writing.

I CAN I can evaluate and improve word choice.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

🕒 ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why *vast* is stronger than *big*. Then replace a vague word in your own writing."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: "vast" paints a clearer picture than "big." Example: "The endless golden grass swayed in the wind."

(11)(C)(ii) • Revising: Improve Word Choice • Sheet 12 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — "vast" paints a clearer picture than "big." Example: "The endless golden grass swayed in the wind."

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **improve word choice** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(ii) revise drafts to improve word choice	"The vast prairie stretched to the horizon." <i>vast paints a clearer picture than the plain word big.</i>
MY OWN EXAMPLE: <i>Write your own sentence about the prairie using a strong, vivid word.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet — 12 of 36 — and complete the (11)(C)(ii) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

🕒 ~5 min

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

"Now it's time to make this thinking your own."

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard — vast paints a clearer picture than the plain word big.

(11)(C)(ii) · Revising: Improve Word Choice · Sheet 12 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

The vague word is **big**.



CHOOSE
Tuesday

vast (the stronger word).



SHOW
Wednesday

“went” is plain — a word like *rolled* or *bounced* is stronger.



OWN
Thursday

vast (“a vast place,” not “a big place”).



DEFEND
Friday

“vast” paints a clearer picture than “big.” Example: “The endless golden grass swayed in the wind.”

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational — The vague word is big. Emergent — vast (the stronger word).
Visible — “went” is plain — a word like rolled or bounced is stronger. Independent
— vast (“a vast place,” not “a big place”). Reflective — “vast” paints a clearer
picture than “big.” Example: “The endless golden grass swayed in the wind.”

ANSWER KEY: The vague word is big. · vast (the stronger word). · “went” is plain — a
word like rolled or bounced is stronger. · vast (“a vast place,” not “a big place”). ·
“vast” paints a clearer picture than “big.” Example: “The endless golden grass swayed
in the wind.”

(11)(C)(ii) · Revising: Improve Word Choice · Sheet 12 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(3) The prairie was a big place with tall grass.

What is the **BEST** word to replace big in sentence 3?

A vast

B good

C okay

D fine

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: The prairie was a big place with tall grass. Now, what is the BEST word to replace big in sentence 3?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(ii) • Revising: Improve Word Choice · Sheet 12 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: A vast

WHY THIS IS CORRECT

Big is a plain word. The strongest, most exact word for the prairie is **vast**.

WHY THE OTHER CHOICES ARE REVISION TRAPS

Good, *okay*, and *fine* are vague and do not describe size — *vast* paints a clear picture.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

🕒 ~2 min

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

“Here’s the payoff: the correct answer is A — vast. Big is a plain word. The strongest, most exact word for the prairie is vast.”

▶ *Walk through why the other choices are weaker revisions.*

“Good, okay, and fine are vague and do not describe size — vast paints a clear picture.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: A — vast

(11)(C)(ii) • Revising: Improve Word Choice · Sheet 12 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by adding ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I add ideas that keep my writing connected and clear. **Adding an idea** means putting in a sentence that fits and gives the reader more detail.

This is a review — a good added sentence stays on topic and keeps the ideas flowing.

KEY IDEA

Revising by adding puts in a sentence that fits and connects the ideas — on topic, never random.

WHERE IT APPEARS: “Why We Need Laws” — a student’s draft

This deck teaches **Revising: Adding Ideas** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Revising: Adding Ideas

⌚ ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is adding ideas — the standard says: ‘revise drafts by adding ideas for coherence.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: adding ideas — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Adding Ideas slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(iii) • Revising: Adding Ideas • Sheet 13 of 36 • Cluster 3



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Where could an idea be added?

Read the draft. Find a spot where more detail would help.

"Communities make laws. These rules keep everyone safe."

I CAN I notice where an idea could be added.

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Grade 3 • CLUSTER 3 • Revising • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our revising eyes. Where could an idea be added? Read the draft. Find a spot where more detail would help."

▶ *Read the sentences aloud, then give quiet think time before taking answers.*

"Read this with me: 'Communities make laws. These rules keep everyone safe.'"

▶ *Have students point to or name the sentence that needs revising. We are only noticing today — not revising anything yet.*

ANSWER KEY: A detail could be added after the first sentence.

(11)(C)(iii) • Revising: Adding Ideas • Sheet 13 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — A detail could be added after the first sentence.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about — keep them anchored to "revising: adding ideas" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when revising: adding ideas is strong — it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Choose the best sentence to add.

With support, choose the sentence that fits best.

(Laws tell people what they can and cannot do. / My street is very long.)

I CAN I can choose a sentence to add, with support.

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Grade 3 • CLUSTER 3 • Revising • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose the sentence that fits best."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: (Laws tell people what they can and cannot do. / My street is very long.)"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: "Laws tell people what they can and cannot do." (fits and adds detail).

(11)(C)(iii) • Revising: Adding Ideas • Sheet 13 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — "Laws tell people what they can and cannot do." (fits and adds detail).

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Show your thinking.

Tell why the added sentence fits and keeps the ideas connected.

Add after: **"Communities make laws."**

I CAN I can show why an added idea fits.



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. Tell why the added sentence fits and keeps the ideas connected."

"Read this with me: Add after: 'Communities make laws.'"

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

ANSWER KEY: It fits because it tells more about laws.

(11)(C)(iii) • Revising: Adding Ideas • Sheet 13 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — It fits because it tells more about laws.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Revise on your own.

Write a sentence that could be added to give more detail — on topic.

After "Communities make laws," add one detail sentence.

I CAN I can add an idea myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: After 'Communities make laws,' add one detail sentence. Write a sentence that could be added to give more detail — on topic."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: (Student adds an on-topic detail sentence.)

(11)(C)(iii) • Revising: Adding Ideas • Sheet 13 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — (Student adds an on-topic detail sentence.)

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Evaluate and transfer.

Defend your added sentence, then add one idea to a draft of your own.

Explain why your sentence fits and stays on topic. Then add a fitting idea to one of your own paragraphs.

I CAN I can evaluate and add ideas that connect.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why your sentence fits and stays on topic. Then add a fitting idea to one of your own paragraphs."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: A good added sentence gives more detail and stays on topic.
Example: "Leaders write laws so towns run fairly."

(11)(C)(iii) • Revising: Adding Ideas • Sheet 13 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — A good added sentence gives more detail and stays on topic. Example: "Leaders write laws so towns run fairly."

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **adding ideas** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iii) revise drafts by adding ideas for coherence	After “Communities make laws,” add: “ Laws tell people what they can and cannot do. ” <i>The added sentence gives more detail and stays on topic.</i>
MY OWN EXAMPLE: <i>Add one sentence of detail to a short paragraph about laws. Keep it on topic.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet — 13 of 36 — and complete the (11)(C)(iii) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

🕒 ~5 min

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

“Now it’s time to make this thinking your own.”

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student’s own example should match the standard — add: “Laws tell people what they can and cannot do.” The added sentence gives more detail and stays on topic.

(11)(C)(iii) · Revising: Adding Ideas · Sheet 13 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student’s own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

“Does my example have to be about the passage?” No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student’s cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

A detail could be added after the first sentence.



CHOOSE
Tuesday

“Laws tell people what they can and cannot do.” (fits and adds detail).



SHOW
Wednesday

It fits because it tells more about laws.



OWN
Thursday

(Student adds an on-topic detail sentence.)



DEFEND
Friday

A good added sentence gives more detail and stays on topic. Example: “Leaders write laws so towns run fairly.”

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational — A detail could be added after the first sentence. Emergent — “Laws tell people what they can and cannot do.” (fits and adds detail). Visible — It fits because it tells more about laws. Independent — (Student adds an on-topic detail sentence.) Reflective — A good added sentence gives more detail and stays on topic. Example: “Leaders write laws so towns run fairly.”

ANSWER KEY: A detail could be added after the first sentence. · “Laws tell people what they can and cannot do.” (fits and adds detail). · It fits because it tells more about laws. · (Student adds an on-topic detail sentence.) · A good added sentence gives more detail and stays on topic. Example: “Leaders write laws so towns run fairly.”

(11)(C)(iii) · Revising: Adding Ideas · Sheet 13 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

- (1) Communities make laws.
 (2) ____
 (3) These rules keep everyone safe.

Which sentence could **BEST** be added as sentence 2?

- A** Laws tell people what they can and cannot do.
- B** My street is very long and quiet.
- C** The sky was gray that morning.
- D** Then everyone went home for lunch.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: Communities make laws. Now, (2) ____ (3) These rules keep everyone safe. Which sentence could BEST be added as sentence 2?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(iii) · Revising: Adding Ideas · Sheet 13 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: A Laws tell people what they can and cannot do.

WHY THIS IS CORRECT

The best sentence to add gives more detail about laws and keeps the ideas connected: **“Laws tell people what they can and cannot do.”**

WHY THE OTHER CHOICES ARE REVISION TRAPS

B and C add unrelated ideas that break the topic. D jumps ahead and interrupts the flow.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

🕒 ~2 min

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

“Here’s the payoff: the correct answer is A — Laws tell people what they can and cannot do. The best sentence to add gives more detail about laws and keeps the ideas connected: “Laws tell people what they can and cannot do.””

▶ *Walk through why the other choices are weaker revisions.*

“B and C add unrelated ideas that break the topic. D jumps ahead and interrupts the flow.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: A — Laws tell people what they can and cannot do.

(11)(C)(iii) · Revising: Adding Ideas · Sheet 13 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by deleting ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I take out ideas that do not belong.

Deleting an idea means removing a sentence that is off-topic so the paragraph stays focused.

This is a review — if a sentence does not connect to the main idea, it should go.

KEY IDEA

Revising by deleting removes a sentence that is off-topic so the paragraph stays clear and focused.

WHERE IT APPEARS: “Why We Need Laws” — a student’s draft

This deck teaches **Revising: Deleting Ideas** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Revising: Deleting Ideas

⌚ ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is deleting ideas — the standard says: ‘revise drafts by deleting ideas for coherence.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: deleting ideas — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Deleting Ideas slide deck · student Revising Tracking Sheets · highlighters/pencils.

(11)(C)(iv) • Revising: Deleting Ideas • Sheet 14 of 36 • Cluster 3



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by deleting ideas for coherence"

Which sentence is off-topic?

Read the paragraph. Find the sentence that does not belong.

One sentence is about traffic safety; one is about something else.

I CAN I notice an off-topic sentence.

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Grade 3 • CLUSTER 3 • Revising • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our revising eyes. Which sentence is off-topic? Read the paragraph. Find the sentence that does not belong."

▶ Read the sentences aloud, then give quiet think time before taking answers.

"Read this with me: One sentence is about traffic safety; one is about something else."

▶ Have students point to or name the sentence that needs revising. We are only noticing today — not revising anything yet.

ANSWER KEY: One sentence is off-topic.

(11)(C)(iv) • Revising: Deleting Ideas • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — One sentence is off-topic.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about — keep them anchored to "revising: deleting ideas" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when revising: deleting ideas is strong — it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by deleting ideas for coherence"

Choose the sentence to delete.

With support, choose the sentence that should be removed.

(keep: about traffic laws / delete: about an uncle's truck)

I CAN I can choose a sentence to delete, with support.

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Grade 3 • CLUSTER 3 • Revising • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose the sentence that should be removed."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: (keep: about traffic laws / delete: about an uncle's truck)"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: The sentence about an uncle's truck should be deleted.

(11)(C)(iv) • Revising: Deleting Ideas • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — The sentence about an uncle's truck should be deleted.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by deleting ideas for coherence"

Show your thinking.

Tell why the off-topic sentence should be deleted.

Look at a paragraph about traffic laws.

I CAN I can show why a sentence does not belong.

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Grade 3 • CLUSTER 3 • Revising • 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. Tell why the off-topic sentence should be deleted."

"Read this with me: Look at a paragraph about traffic laws."

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

ANSWER KEY: It should go because it does not connect to traffic safety.

(11)(C)(iv) • Revising: Deleting Ideas • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches — It should go because it does not connect to traffic safety.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by deleting ideas for coherence"

Revise on your own.

Cross out the sentence that does not belong — no word bank.

Find the off-topic sentence in a short paragraph.

I CAN I can delete an off-topic idea myself.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**"Read this one: Find the off-topic sentence in a short paragraph. Cross out the sentence that does not belong — no word bank."**

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: (Student deletes the off-topic sentence.)

(11)(C)(iv) • Revising: Deleting Ideas • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — (Student deletes the off-topic sentence.)

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by deleting ideas for coherence"

Evaluate and transfer.

Defend your deletion, then check a draft of your own for an off-topic sentence.

Explain why the deleted sentence did not belong. Then remove an off-topic sentence in your own writing.

I CAN I can evaluate and delete ideas that do not fit.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why the deleted sentence did not belong. Then remove an off-topic sentence in your own writing."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Deleting the off-topic sentence keeps the paragraph focused.
Example: remove a sentence about a favorite color from a paragraph about rules.

(11)(C)(iv) • Revising: Deleting Ideas • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — Deleting the off-topic sentence keeps the paragraph focused. Example: remove a sentence about a favorite color from a paragraph about rules.

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **deleting ideas** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iv) revise drafts by deleting ideas for coherence	Delete: "My uncle drives a red truck." (off-topic in a paragraph about traffic safety). <i>Removing the off-topic sentence keeps the paragraph focused.</i>
MY OWN EXAMPLE: <i>Find and cross out one off-topic sentence in a short paragraph about laws.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet — 14 of 36 — and complete the (11)(C)(iv) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

🕒 ~5 min

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

"Now it's time to make this thinking your own."

▶ Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

ANSWER KEY: Student's own example should match the standard — (off-topic in a paragraph about traffic safety). Removing the off-topic sentence keeps the paragraph focused.

(11)(C)(iv) · Revising: Deleting Ideas · Sheet 14 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

One sentence is off-topic.



CHOOSE
Tuesday

The sentence about an uncle's truck should be deleted.



SHOW
Wednesday

It should go because it does not connect to traffic safety.



OWN
Thursday

(Student deletes the off-topic sentence.)



DEFEND
Friday

Deleting the off-topic sentence keeps the paragraph focused. Example: remove a sentence about a favorite color from a paragraph about rules.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational — One sentence is off-topic. *Emergent* — The sentence about an uncle’s truck should be deleted. *Visible* — It should go because it does not connect to traffic safety. *Independent* — (Student deletes the off-topic sentence.) *Reflective* — Deleting the off-topic sentence keeps the paragraph focused. Example: remove a sentence about a favorite color from a paragraph about rules.

ANSWER KEY: One sentence is off-topic. · The sentence about an uncle’s truck should be deleted. · It should go because it does not connect to traffic safety. · (Student deletes the off-topic sentence.) · Deleting the off-topic sentence keeps the paragraph focused. Example: remove a sentence about a favorite color from a paragraph about rules.

(11)(C)(iv) · Revising: Deleting Ideas · Sheet 14 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

- (1) Traffic laws keep drivers safe.
- (2) Drivers must stop at red lights.
- (3) My uncle drives a red truck.
- (4) Following the rules prevents accidents.

Which sentence should be DELETED from the paragraph?

A Sentence 1

B Sentence 2

C Sentence 3

D Sentence 4

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: Traffic laws keep drivers safe. Now, (2) Drivers must stop at red lights. (3) My uncle drives a red truck. (4) Following the rules prevents accidents. Which sentence should be DELETED from the paragraph?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(iv) · Revising: Deleting Ideas · Sheet 14 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: C Sentence 3

WHY THIS IS CORRECT

Sentence 3 (“My uncle drives a red truck”) is off-topic. Deleting it keeps the paragraph focused on traffic safety.

WHY THE OTHER CHOICES ARE REVISION TRAPS

Sentences 1, 2, and 4 all describe traffic laws and safety — they belong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

🕒 ~2 min

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

“Here’s the payoff: the correct answer is C — Sentence 3. Sentence 3 (“My uncle drives a red truck”) is off-topic. Deleting it keeps the paragraph focused on traffic safety.”

▶ *Walk through why the other choices are weaker revisions.*

“Sentences 1, 2, and 4 all describe traffic laws and safety — they belong.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: C — Sentence 3

(11)(C)(iv) • Revising: Deleting Ideas · Sheet 14 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by combining ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I combine short, choppy sentences into one smooth sentence.

Combining ideas joins two related sentences so the writing flows and is not choppy.

This is a review — a good combined sentence keeps all the ideas and reads smoothly.

KEY IDEA

Revising by combining joins two short, related sentences into one smooth sentence — no choppy repeats.

WHERE IT APPEARS: “Why We Need Laws” — a student’s draft

This deck teaches **Revising: Combining Ideas** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Revising: Combining Ideas

⌚ ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is combining ideas — the standard says: ‘revise drafts by combining ideas for coherence.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: combining ideas — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Combining Ideas slide deck • student Revising Tracking Sheets • highlighters/pencils.



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by combining ideas for coherence"

Which sentences are choppy?

Read the draft. Find two short sentences that could be joined.

"Laws protect people. Laws keep order."

I CAN I notice choppy sentences that could be combined.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our revising eyes. Which sentences are choppy? Read the draft. Find two short sentences that could be joined."

▶ Read the sentences aloud, then give quiet think time before taking answers.

"Read this with me: 'Laws protect people. Laws keep order.'"

▶ Have students point to or name the sentence that needs revising. We are only noticing today — not revising anything yet.

ANSWER KEY: The two choppy sentences are about what laws do.

(11)(C)(v) • Revising: Combining Ideas • Sheet 15 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — The two choppy sentences are about what laws do.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about — keep them anchored to "revising: combining ideas" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when revising: combining ideas is strong — it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by combining ideas for coherence"

Choose the best combination.

With support, choose the smoothest way to combine the two sentences.

(Laws protect people, they keep order. / Laws protect people and keep order.)

I CAN I can choose the best combination, with support.

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Grade 3 • CLUSTER 3 • Revising • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose the smoothest way to combine the two sentences."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: (Laws protect people, they keep order. / Laws protect people and keep order.)"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: Laws protect people and keep order. (smooth combination).

(11)(C)(v) • Revising: Combining Ideas • Sheet 15 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — Laws protect people and keep order. (smooth combination).

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by combining ideas for coherence"

Show your thinking.

Tell why the combined sentence is smoother and keeps the ideas.

"Police help people. Police enforce the law."

I CAN I can show why combining helps.

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Grade 3 • CLUSTER 3 • Revising • 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. Tell why the combined sentence is smoother and keeps the ideas."

"Read this with me: 'Police help people. Police enforce the law.'"

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

ANSWER KEY: Combining keeps both ideas (help + enforce) in one smooth sentence.

(11)(C)(v) • Revising: Combining Ideas • Sheet 15 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — Combining keeps both ideas (help + enforce) in one smooth sentence.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by combining ideas for coherence"

Revise on your own.

Combine two short sentences into one smooth sentence — no word bank.

"Rules are fair. Rules are clear."**I CAN** I can combine ideas myself.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**"Read this one: 'Rules are fair. Rules are clear.' Combine two short sentences into one smooth sentence — no word bank."**

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: Rules are fair and clear. (combined).

(11)(C)(v) • Revising: Combining Ideas • Sheet 15 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — Rules are fair and clear. (combined).

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by combining ideas for coherence"

Evaluate and transfer.

Defend your combined sentence, then combine two short sentences in a draft of your own.

Explain why your combined sentence flows better. Then combine two choppy sentences in your own writing.

I CAN I can evaluate and combine ideas smoothly.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why your combined sentence flows better. Then combine two choppy sentences in your own writing."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The combined sentence keeps all the ideas and flows smoothly.
Example: "Officers watch the streets and help drivers."

(11)(C)(v) • Revising: Combining Ideas • Sheet 15 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task.
Expected: an answer that matches — The combined sentence keeps all the ideas and flows smoothly. Example: "Officers watch the streets and help drivers."

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **combining ideas** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(v) revise drafts by combining ideas for coherence	"Laws protect people and keep order." <i>Two short sentences combined into one smooth sentence.</i>
MY OWN EXAMPLE: <i>Combine two short sentences about laws into one smooth sentence.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet — 15 of 36 — and complete the (11)(C)(v) row.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • Your Turn • Fill in the Tracking Sheet

🕒 ~5 min

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

"Now it's time to make this thinking your own."

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard — Two short sentences combined into one smooth sentence.

(11)(C)(v) • Revising: Combining Ideas • Sheet 15 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

The two choppy sentences are about what laws do.



CHOOSE
Tuesday

Laws protect people and keep order. (smooth combination).



SHOW
Wednesday

Combining keeps both ideas (help + enforce) in one smooth sentence.



OWN
Thursday

Rules are fair and clear. (combined).



DEFEND
Friday

The combined sentence keeps all the ideas and flows smoothly. Example: “Officers watch the streets and help drivers.”

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational — The two choppy sentences are about what laws do. Emergent — Laws protect people and keep order. (smooth combination). Visible — Combining keeps both ideas (help + enforce) in one smooth sentence. Independent — Rules are fair and clear. (combined). Reflective — The combined sentence keeps all the ideas and flows smoothly. Example: “Officers watch the streets and help drivers.”

ANSWER KEY: The two choppy sentences are about what laws do. · Laws protect people and keep order. (smooth combination). · Combining keeps both ideas (help + enforce) in one smooth sentence. · Rules are fair and clear. (combined). · The combined sentence keeps all the ideas and flows smoothly. Example: “Officers watch the streets and help drivers.”

(11)(C)(v) · Revising: Combining Ideas · Sheet 15 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(2) Laws protect people.

(3) Laws keep order.

What is the **BEST** way to combine sentences 2 and 3?

A Laws protect people and keep order.

B Laws protect people, they keep order.

C Laws protect people and laws keep order.

D Laws protect people. Keep order.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: Laws protect people. Now, (3) Laws keep order. What is the BEST way to combine sentences 2 and 3?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(v) · Revising: Combining Ideas · Sheet 15 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: A Laws protect people and keep order.

WHY THIS IS CORRECT

The best way to combine the sentences smoothly is: **Laws protect people and keep order.**

WHY THE OTHER CHOICES ARE REVISION TRAPS

B joins them with only a comma (a comma splice). C repeats *laws* and sounds clunky. D leaves a fragment.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is A — Laws protect people and keep order. The best way to combine the sentences smoothly is: Laws protect people and keep order.”

▶ *Walk through why the other choices are weaker revisions.*

“B joins them with only a comma (a comma splice). C repeats laws and sounds clunky. D leaves a fragment.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: A — Laws protect people and keep order.

(11)(C)(v) · Revising: Combining Ideas · Sheet 15 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by rearranging ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I put the ideas in an order that makes sense.

Rearranging ideas means moving a sentence so events or steps are in the right order.

This is a review — order words (first, next, then, finally) help me check the order.

KEY IDEA

Revising by rearranging moves a sentence so the ideas are in an order the reader can follow.

WHERE IT APPEARS: “Why We Need Laws” — a student’s draft

This deck teaches **Revising: Rearranging Ideas** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Revising: Rearranging Ideas

⌚ ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is rearranging ideas — the standard says: ‘revise drafts by rearranging ideas for coherence.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: rearranging ideas — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Rearranging Ideas slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(vi) • Revising: Rearranging Ideas • Sheet 16 of 36 • Cluster 3



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for coherence"

Which sentence is out of order?

Read the draft. Find the sentence that is in the wrong place.

"Finally, the town voted. First, people noticed a problem."

I CAN I notice a sentence that is out of order.

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Grade 3 • CLUSTER 3 • Revising • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •
Foundational (Beginning)

🕒 ~2 min

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

**"Let's warm up our revising eyes. Which sentence is out of order?
Read the draft. Find the sentence that is in the wrong place."**

▶ *Read the sentences aloud, then give quiet think time before taking answers.*

**"Read this with me: 'Finally, the town voted. First, people noticed
a problem.'"**

▶ *Have students point to or name the sentence that needs revising. We are only
noticing today — not revising anything yet.*

ANSWER KEY: The sentence starting with Finally is out of order.

(11)(C)(vi) • Revising: Rearranging Ideas • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task.
Expected: an answer that matches — The sentence starting
with Finally is out of order.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different
instead of the one the standard is about — keep them anchored
to "revising: rearranging ideas" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing
when revising: rearranging ideas is strong — it is one of the
things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the
demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to
CHOOSE.



TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for coherence"

Choose the right spot.

With support, choose where the out-of-order sentence belongs.

A sentence that starts with (Finally) should go (last).

I CAN I can choose the right order, with support.



TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose where the out-of-order sentence belongs."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: A sentence that starts with (Finally) should go (last)."

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: A Finally sentence should go last.

(11)(C)(vi) • Revising: Rearranging Ideas • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — A Finally sentence should go last.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for coherence"

Show your thinking.

Tell how order words show where a sentence belongs.

"First, they met. Then they planned. Finally, they voted."

I CAN I can show how to order ideas.



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. Tell how order words show where a sentence belongs."

"Read this with me: 'First, they met. Then they planned. Finally, they voted.'"

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

ANSWER KEY: Order words (first, then, finally) show the sequence.

(11)(C)(vi) • Revising: Rearranging Ideas • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches — Order words (first, then, finally) show the sequence.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for coherence"

Revise on your own.

Number the sentences in the order they should go — no word bank.

Put in order: Finally... / First... / Then...**I CAN** I can rearrange ideas myself.**TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)**

~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**"Read this one: Put in order: Finally... / First... / Then... Number the sentences in the order they should go — no word bank."**

► No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: First → Then → Finally.

(11)(C)(vi) • Revising: Rearranging Ideas • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDINGAsk a student to explain their answer for today's own task.
Expected: an answer that matches — First → Then → Finally.**COMMON MISCONCEPTION**

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for coherence"

Evaluate and transfer.

Defend your new order, then fix the order in a draft of your own.

Explain why your order makes sense. Then reorder the steps in one of your own paragraphs.

I CAN I can evaluate and rearrange ideas for order.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why your order makes sense. Then reorder the steps in one of your own paragraphs."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Putting the Finally sentence last makes the order clear. Example: "First they noticed a problem, then they made a plan, and finally they voted."

(11)(C)(vi) • Revising: Rearranging Ideas • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — Putting the Finally sentence last makes the order clear. Example: "First they noticed a problem, then they made a plan, and finally they voted."

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **rearranging ideas** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(vi) revise drafts by rearranging ideas for coherence	First → Then → Finally (steps in the order they happened). <i>Order words show where each sentence belongs.</i>
MY OWN EXAMPLE: <i>Write three sentences about making a rule in the right order, using first, then, and finally.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet — 16 of 36 — and complete the (11)(C)(vi) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

🕒 ~5 min

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

“Now it’s time to make this thinking your own.”

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student’s own example should match the standard —

(11)(C)(vi) · Revising: Rearranging Ideas · Sheet 16 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student’s own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

“Does my example have to be about the passage?” No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student’s cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE

Monday

The sentence starting with *Finally* is out of order.



CHOOSE

Tuesday

A *Finally* sentence should go last.



SHOW

Wednesday

Order words (first, then, finally) show the sequence.



OWN

Thursday

First → Then → Finally.



DEFEND

Friday

Putting the *Finally* sentence last makes the order clear. Example: “First they noticed a problem, then they made a plan, and finally they voted.”

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational — The sentence starting with *Finally* is out of order. *Emergent* — A *Finally* sentence should go last. *Visible* — Order words (first, then, finally) show the sequence. *Independent* — First → Then → Finally. *Reflective* — Putting the *Finally* sentence last makes the order clear. Example: “First they noticed a problem, then they made a plan, and finally they voted.”

ANSWER KEY: The sentence starting with *Finally* is out of order. · A *Finally* sentence should go last. · Order words (first, then, finally) show the sequence. · First → Then → Finally. · Putting the *Finally* sentence last makes the order clear. Example: “First they noticed a problem, then they made a plan, and finally they voted.”

(11)(C)(vi) · Revising: Rearranging Ideas · Sheet 16 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is *Visible*-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

- (1) Finally, the town voted on the new law.
- (2) First, people noticed a problem.
- (3) Then they wrote a plan to fix it.

Where should sentence 1 be moved so the events are in order?

- A To the end, after sentence 3
- B Leave it where it is
- C Before sentence 2
- D Delete sentence 1

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: Finally, the town voted on the new law. Now, (2) First, people noticed a problem. (3) Then they wrote a plan to fix it. Where should sentence 1 be moved so the events are in order?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(vi) · Revising: Rearranging Ideas · Sheet 16 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: A To the end, after sentence 3

WHY THIS IS CORRECT

Sentence 1 begins with *Finally*, so it tells what happened last. Moving it to the end puts the events in the right order.

WHY THE OTHER CHOICES ARE REVISION TRAPS

B leaves the events out of order. C keeps *Finally* near the beginning, which is confusing. D removes an important step.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

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

“Here’s the payoff: the correct answer is A — To the end, after sentence 3. Sentence 1 begins with Finally, so it tells what happened last. Moving it to the end puts the events in the right order.”

▶ *Walk through why the other choices are weaker revisions.*

“B leaves the events out of order. C keeps Finally near the beginning, which is confusing. D removes an important step.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: A — To the end, after sentence 3

(11)(C)(vi) · Revising: Rearranging Ideas · Sheet 16 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by adding ideas for clarity”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I add a sentence that makes my meaning clearer.

Adding for clarity means putting in a sentence that explains or gives a reason, so the reader understands.

A good added sentence answers a question the reader might have.

KEY IDEA

Revising by adding for clarity puts in a sentence that explains or gives a reason so the reader understands.

WHERE IT APPEARS: “The Invention of Electricity” — a student’s draft

This deck teaches **Revising: Adding Ideas for Clarity** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Revising: Adding Ideas for Clarity

⌚ ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is adding ideas for clarity — the standard says: ‘revise drafts by adding ideas for clarity.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: adding ideas for clarity — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Adding Ideas for Clarity slide deck • student Revising Tracking Sheets • highlighters/pencils.



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by adding ideas for clarity"

Where is the meaning unclear?

Read the draft. Find a spot where the reader might ask "how" or "why."

"Electricity changed daily life. People no longer needed candles."

I CAN I notice where an idea would make the meaning clearer.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our revising eyes. Where is the meaning unclear? Read the draft. Find a spot where the reader might ask "how" or "why.""

▶ *Read the sentences aloud, then give quiet think time before taking answers.*

"Read this with me: 'Electricity changed daily life. People no longer needed candles.'"

▶ *Have students point to or name the sentence that needs revising. We are only noticing today — not revising anything yet.*

ANSWER KEY: The reader might ask HOW life changed.

(11)(C)(vii) • Revising: Adding Ideas for Clarity • Sheet 17 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — The reader might ask HOW life changed.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about — keep them anchored to "revising: adding ideas for clarity" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when revising: adding ideas for clarity is strong — it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by adding ideas for clarity"

Choose the best sentence to add.

With support, choose the sentence that best explains the idea.

(Light bulbs let homes stay bright after dark. / Candles are made of wax.)

I CAN I can choose a clarifying sentence, with support.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose the sentence that best explains the idea."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: (Light bulbs let homes stay bright after dark. / Candles are made of wax.)"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: "Light bulbs let homes stay bright after dark." (explains how).

(11)(C)(vii) • Revising: Adding Ideas for Clarity • Sheet 17 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — "Light bulbs let homes stay bright after dark." (explains how).

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by adding ideas for clarity"

Show your thinking.

Tell why the added sentence makes the meaning clear.

Add a reason after: "Electricity changed daily life."

I CAN I can show why an added idea adds clarity.



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. Tell why the added sentence makes the meaning clear."

"Read this with me: Add a reason after: 'Electricity changed daily life.'"

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

ANSWER KEY: It makes the meaning clear by explaining.

(11)(C)(vii) • Revising: Adding Ideas for Clarity • Sheet 17 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — It makes the meaning clear by explaining.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by adding ideas for clarity"

Revise on your own.

Write a sentence that explains or gives a reason — to make the idea clear.

After "Factories used electricity," add a sentence that tells how it helped.

I CAN I can add an idea for clarity myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: After 'Factories used electricity,' add a sentence that tells how it helped. Write a sentence that explains or gives a reason — to make the idea clear."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: (Student adds a clarifying sentence.)

(11)(C)(vii) • Revising: Adding Ideas for Clarity • Sheet 17 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — (Student adds a clarifying sentence.)

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by adding ideas for clarity"

Evaluate and transfer.

Defend your added sentence, then add a clarifying idea to a draft of your own.

Explain how your sentence makes the meaning clearer. Then add a clarifying idea to your own writing.

I CAN I can evaluate and add ideas for clarity.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain how your sentence makes the meaning clearer. Then add a clarifying idea to your own writing."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: A clarifying sentence explains or gives a reason. Example: "Machines could now do work that once took many hands."

(11)(C)(vii) • Revising: Adding Ideas for Clarity • Sheet 17 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — A clarifying sentence explains or gives a reason. Example: "Machines could now do work that once took many hands."

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **adding ideas for clarity** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(vii) revise drafts by adding ideas for clarity	Add: “ Light bulbs let homes stay bright after dark. ” (explains how life changed). <i>The added sentence explains how, making the idea clear.</i>
MY OWN EXAMPLE: <i>Add one sentence that explains HOW electricity changed daily life.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet — 17 of 36 — and complete the (11)(C)(vii) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

🕒 ~5 min

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

“Now it’s time to make this thinking your own.”

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student’s own example should match the standard — (explains how life changed). The added sentence explains how, making the idea clear.

(11)(C)(vii) · Revising: Adding Ideas for Clarity · Sheet 17 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student’s own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

“Does my example have to be about the passage?” No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student’s cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

The reader might ask HOW life changed.



CHOOSE
Tuesday

“Light bulbs let homes stay bright after dark.” (explains how).



SHOW
Wednesday

It makes the meaning clear by explaining.



OWN
Thursday

(Student adds a clarifying sentence.)



DEFEND
Friday

A clarifying sentence explains or gives a reason. Example: “Machines could now do work that once took many hands.”

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational — The reader might ask HOW life changed. *Emergent* — “Light bulbs let homes stay bright after dark.” (explains how). *Visible* — It makes the meaning clear by explaining. *Independent* — (Student adds a clarifying sentence.) *Reflective* — A clarifying sentence explains or gives a reason. Example: “Machines could now do work that once took many hands.”

ANSWER KEY: The reader might ask HOW life changed. · “Light bulbs let homes stay bright after dark.” (explains how). · It makes the meaning clear by explaining. · (Student adds a clarifying sentence.) · A clarifying sentence explains or gives a reason. Example: “Machines could now do work that once took many hands.”

(11)(C)(vii) · Revising: Adding Ideas for Clarity · Sheet 17 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

- (1) Electricity changed daily life.
(2) ____
(3) People no longer needed candles at night.

Which sentence could **BEST** be added as sentence 2 to make the idea clearer?

- A** Light bulbs let homes stay bright after dark.
- B** Candles are usually made of wax.
- C** The weather was cold that winter.
- D** People were very tired.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: Electricity changed daily life. Now, (2) ____ (3) People no longer needed candles at night. Which sentence could BEST be added as sentence 2 to make the idea clearer?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(vii) · Revising: Adding Ideas for Clarity · Sheet 17 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: A Light bulbs let homes stay bright after dark.

WHY THIS IS CORRECT

Adding a sentence that explains HOW life changed makes the idea clear: **Light bulbs let homes stay bright after dark.**

WHY THE OTHER CHOICES ARE REVISION TRAPS

B and C add facts that do not explain the change. D is vague and does not tell how life changed.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

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

“Here’s the payoff: the correct answer is A — Light bulbs let homes stay bright after dark. Adding a sentence that explains HOW life changed makes the idea clear: Light bulbs let homes stay bright after dark.”

▶ *Walk through why the other choices are weaker revisions.*

“B and C add facts that do not explain the change. D is vague and does not tell how life changed.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: A — Light bulbs let homes stay bright after dark.

(11)(C)(vii) · Revising: Adding Ideas for Clarity · Sheet 17 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by deleting ideas for clarity”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I take out a sentence that confuses the reader.

Deleting for clarity means removing a sentence that is a distraction or an unnecessary fact.

If a sentence pulls the reader away from the point, it should go.

KEY IDEA

Revising by deleting for clarity removes a sentence that distracts or confuses, so the point stays clear.

WHERE IT APPEARS: “The Invention of Electricity” — a student’s draft

This deck teaches **Revising: Deleting Ideas for Clarity** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Revising: Deleting Ideas for Clarity

⌚ ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is deleting ideas for clarity — the standard says: ‘revise drafts by deleting ideas for clarity.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: deleting ideas for clarity — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Deleting Ideas for Clarity slide deck • student Revising Tracking Sheets • highlighters/pencils.



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by deleting ideas for clarity"

Which sentence is a distraction?

Read the paragraph. Find the sentence that pulls the reader off the point.

One sentence is a random fact that does not fit.

I CAN I notice a distracting sentence.

The Writing Academy®, LLC



Grade 3 • CLUSTER 4 • Revising • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

⌚ ~2 min

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

"Let's warm up our revising eyes. Which sentence is a distraction? Read the paragraph. Find the sentence that pulls the reader off the point."

▶ *Read the sentences aloud, then give quiet think time before taking answers.*

"Read this with me: One sentence is a random fact that does not fit."

▶ *Have students point to or name the sentence that needs revising. We are only noticing today — not revising anything yet.*

ANSWER KEY: One sentence is a random fact that distracts.

(11)(C)(viii) • Revising: Deleting Ideas for Clarity • Sheet 18 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — One sentence is a random fact that distracts.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about — keep them anchored to "revising: deleting ideas for clarity" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when revising: deleting ideas for clarity is strong — it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by deleting ideas for clarity"

Choose the sentence to delete.

With support, choose the sentence that should be removed for clarity.

(keep: about Edison's work / delete: a random fact about bulb shape)

I CAN I can choose a sentence to delete, with support.

The Writing Academy®, LLC

Grade 3 • CLUSTER 4 • Revising • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose the sentence that should be removed for clarity."

▶ Read the sentence with the two versions, then give quiet think time.

"Read this with me: (keep: about Edison's work / delete: a random fact about bulb shape)"

▶ Guide students toward the smoother version using the standard as the reason, then confirm together.

ANSWER KEY: The random fact about bulb shape should be deleted.

(11)(C)(viii) • Revising: Deleting Ideas for Clarity • Sheet 18 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — The random fact about bulb shape should be deleted.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by deleting ideas for clarity"

Show your thinking.

Tell why removing the sentence makes the paragraph clearer.

Look at a paragraph about inventing the light bulb.

I CAN I can show why a sentence distracts.

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Grade 3 • CLUSTER 4 • Revising • 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. Tell why removing the sentence makes the paragraph clearer."

"Read this with me: Look at a paragraph about inventing the light bulb."

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

ANSWER KEY: Removing it keeps the reader on the main point.

(11)(C)(viii) • Revising: Deleting Ideas for Clarity • Sheet 18 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — Removing it keeps the reader on the main point.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by deleting ideas for clarity"

Revise on your own.

Cross out the sentence that distracts from the point — no word bank.

Find the distracting sentence in a short paragraph.

I CAN I can delete a distracting idea myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: Find the distracting sentence in a short paragraph. Cross out the sentence that distracts from the point — no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: (Student deletes the distracting sentence.)

(11)(C)(viii) • Revising: Deleting Ideas for Clarity • Sheet 18 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — (Student deletes the distracting sentence.)

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by deleting ideas for clarity"

Evaluate and transfer.

Defend your deletion, then remove a distracting sentence from a draft of your own.

Explain why the deleted sentence distracted the reader. Then find and remove one in your own writing.

I CAN I can evaluate and delete ideas for clarity.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why the deleted sentence distracted the reader. Then find and remove one in your own writing."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Deleting the distracting fact keeps the paragraph clear. Example: remove "Bulbs are round" from a paragraph about Edison's testing.

(11)(C)(viii) • Revising: Deleting Ideas for Clarity • Sheet 18 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — Deleting the distracting fact keeps the paragraph clear. Example: remove "Bulbs are round" from a paragraph about Edison's testing.

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **deleting ideas for clarity** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(viii) revise drafts by deleting ideas for clarity	Delete: “ Light bulbs are usually round. ” (a distracting fact in a paragraph about Edison’s hard work). <i>Removing the distracting fact keeps the paragraph clear.</i>
MY OWN EXAMPLE: <i>Find and cross out one distracting sentence in a short paragraph about the light bulb.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet — 18 of 36 — and complete the (11)(C)(viii) row.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • Your Turn • Fill in the Tracking Sheet

🕒 ~5 min

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

“Now it’s time to make this thinking your own.”

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student’s own example should match the standard — (a distracting fact in a paragraph about Edison’s hard work). Removing the distracting fact keeps the paragraph clear.

(11)(C)(viii) • Revising: Deleting Ideas for Clarity • Sheet 18 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student’s own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

“Does my example have to be about the passage?” No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student’s cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

One sentence is a random fact that distracts.



CHOOSE
Tuesday

The random fact about bulb shape should be deleted.



SHOW
Wednesday

Removing it keeps the reader on the main point.



OWN
Thursday

(Student deletes the distracting sentence.)



DEFEND
Friday

Deleting the distracting fact keeps the paragraph clear. Example: remove “Bulbs are round” from a paragraph about Edison’s testing.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational — One sentence is a random fact that distracts. *Emergent* — The random fact about bulb shape should be deleted. *Visible* — Removing it keeps the reader on the main point. *Independent* — (Student deletes the distracting sentence.) *Reflective* — Deleting the distracting fact keeps the paragraph clear. Example: remove “Bulbs are round” from a paragraph about Edison’s testing.

ANSWER KEY: One sentence is a random fact that distracts. · The random fact about bulb shape should be deleted. · Removing it keeps the reader on the main point. · (Student deletes the distracting sentence.) · Deleting the distracting fact keeps the paragraph clear. Example: remove “Bulbs are round” from a paragraph about Edison’s testing.

(11)(C)(viii) · Revising: Deleting Ideas for Clarity · Sheet 18 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

- (1) Edison worked hard to make a better light bulb.
- (2) He tested thousands of materials.
- (3) Light bulbs are usually round.
- (4) Finally, he found one that lasted.

Which sentence should be DELETED to make the paragraph clearer?

A Sentence 1

B Sentence 2

C Sentence 3

D Sentence 4

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: Edison worked hard to make a better light bulb. Now, (2) He tested thousands of materials. (3) Light bulbs are usually round. (4) Finally, he found one that lasted. Which sentence should be DELETED to make the paragraph clearer?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(viii) · Revising: Deleting Ideas for Clarity · Sheet 18 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: C Sentence 3

WHY THIS IS CORRECT

Sentence 3 (“Light bulbs are usually round”) is a random fact that distracts from the main idea about Edison’s hard work. Deleting it makes the paragraph clearer.

WHY THE OTHER CHOICES ARE REVISION TRAPS

Sentences 1, 2, and 4 all describe Edison inventing the bulb — they belong.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • Show What You Know • Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is C — Sentence 3. Sentence 3 (“Light bulbs are usually round”) is a random fact that distracts from the main idea about Edison’s hard work. Deleting it makes the paragraph clearer.”

▶ *Walk through why the other choices are weaker revisions.*

“Sentences 1, 2, and 4 all describe Edison inventing the bulb — they belong.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: C — Sentence 3

(11)(C)(viii) • Revising: Deleting Ideas for Clarity • Sheet 18 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by combining ideas for clarity”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I combine sentences to show how ideas connect.

Combining for clarity joins two sentences with a word like *and*, *but*, *so*, or *because* to make the relationship clear.

The connecting word tells the reader how the ideas fit together.

KEY IDEA

Combining for clarity joins two sentences with a connecting word (so, because, but) so the reader sees how the ideas relate.

WHERE IT APPEARS: “The Invention of Electricity” — a student’s draft

This deck teaches **Revising: Combining Ideas for Clarity** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Revising: Combining Ideas for Clarity

⌚ ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is combining ideas for clarity — the standard says: ‘revise drafts by combining ideas for clarity.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: combining ideas for clarity — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Combining Ideas for Clarity slide deck • student Revising Tracking Sheets • highlighters/pencils.



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by combining ideas for clarity"

Which two ideas connect?

Read the draft. Find two sentences whose ideas are related.

"The power went out. Everyone lit candles."

I CAN I notice two ideas that connect.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our revising eyes. Which two ideas connect? Read the draft. Find two sentences whose ideas are related."

▶ *Read the sentences aloud, then give quiet think time before taking answers.*

"Read this with me: 'The power went out. Everyone lit candles.'"

▶ *Have students point to or name the sentence that needs revising. We are only noticing today — not revising anything yet.*

ANSWER KEY: Two related ideas: the power going out and lighting candles.

(11)(C)(ix) • Revising: Combining Ideas for Clarity • Sheet 19 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — Two related ideas: the power going out and lighting candles.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about — keep them anchored to "revising: combining ideas for clarity" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when revising: combining ideas for clarity is strong — it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.



TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by combining ideas for clarity"

Choose the connecting word.

With support, choose the word that best shows how the ideas relate.

The power went out, (and / so) everyone lit candles.

I CAN I can choose a connecting word, with support.



TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday •
Emergent (Developing)

🕒 ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose the word that best shows how the ideas relate."

▶ Read the sentence with the two versions, then give quiet think time.

"Read this with me: The power went out, (and / so) everyone lit candles."

▶ Guide students toward the smoother version using the standard as the reason, then confirm together.

ANSWER KEY: so (it shows the reason).

(11)(C)(ix) • Revising: Combining Ideas for Clarity • Sheet 19 of 36 •
Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — so (it shows the reason).

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by combining ideas for clarity"

Show your thinking.

Tell how the connecting word makes the relationship clear.

"The wires broke, __ the lights went dark."

I CAN I can show how a connecting word adds clarity.



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. Tell how the connecting word makes the relationship clear."

"Read this with me: 'The wires broke, __ the lights went dark.'"

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

ANSWER KEY: A word like so shows how the ideas relate.

(11)(C)(ix) • Revising: Combining Ideas for Clarity • Sheet 19 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — A word like so shows how the ideas relate.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by combining ideas for clarity"

Revise on your own.

Combine two related sentences with a connecting word — no word bank.

"The switch was on. The bulb glowed."

I CAN I can combine ideas for clarity myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'The switch was on. The bulb glowed.' Combine two related sentences with a connecting word — no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: The switch was on, so the bulb glowed.

(11)(C)(ix) • Revising: Combining Ideas for Clarity • Sheet 19 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — The switch was on, so the bulb glowed.

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by combining ideas for clarity"

Evaluate and transfer.

Defend your connecting word, then combine two ideas in a draft of your own.

Explain why so shows the connection. Then combine two related sentences in your own writing with a connecting word.

I CAN I can evaluate and combine ideas for clarity.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why so shows the connection. Then combine two related sentences in your own writing with a connecting word."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The connecting word so makes the reason clear. Example: "The battery died, so the flashlight went dark."

(11)(C)(ix) • Revising: Combining Ideas for Clarity • Sheet 19 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — The connecting word so makes the reason clear. Example: "The battery died, so the flashlight went dark."

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **combining for clarity** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(ix) revise drafts by combining ideas for clarity	"The power went out, so everyone lit candles." <i>so shows why they lit candles — the ideas connect clearly.</i>
MY OWN EXAMPLE: <i>Combine two related sentences about electricity with a connecting word (so, because, but).</i>	

→ Now open your Standards Sweep Revising Tracking Sheet — 19 of 36 — and complete the (11)(C)(ix) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

🕒 ~5 min

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

"Now it's time to make this thinking your own."

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard — so shows why they lit candles — the ideas connect clearly.

(11)(C)(ix) · Revising: Combining Ideas for Clarity · Sheet 19 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

Two related ideas: the power going out and lighting candles.



CHOOSE
Tuesday

so (it shows the reason).



SHOW
Wednesday

A word like so shows how the ideas relate.



OWN
Thursday

The switch was on, so the bulb glowed.



DEFEND
Friday

The connecting word so makes the reason clear. Example: “The battery died, so the flashlight went dark.”

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational — Two related ideas: the power going out and lighting candles.
Emergent — so (it shows the reason). *Visible* — A word like so shows how the ideas relate. *Independent* — The switch was on, so the bulb glowed. *Reflective* — The connecting word so makes the reason clear. Example: “The battery died, so the flashlight went dark.”

ANSWER KEY: Two related ideas: the power going out and lighting candles. · so (it shows the reason). · A word like so shows how the ideas relate. · The switch was on, so the bulb glowed. · The connecting word so makes the reason clear. Example: “The battery died, so the flashlight went dark.”

(11)(C)(ix) · Revising: Combining Ideas for Clarity · Sheet 19 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

- (2) The power went out.
(3) Everyone lit candles.

What is the **BEST** way to combine sentences 2 and 3?

- A** The power went out, so everyone lit candles.
- B** The power went out everyone lit candles.
- C** The power went out. So everyone lit candles.
- D** The power went out, everyone lit candles.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: The power went out. Now, (3) Everyone lit candles. What is the BEST way to combine sentences 2 and 3?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(ix) · Revising: Combining Ideas for Clarity · Sheet 19 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: A The power went out, so everyone lit candles.

WHY THIS IS CORRECT

Combining the sentences with so makes the connection clear: **The power went out, so everyone lit candles.**

WHY THE OTHER CHOICES ARE REVISION TRAPS

B is a run-on. C stays choppy. D is a comma splice (a comma but no connecting word).

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

🕒 ~2 min

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

“Here’s the payoff: the correct answer is A — The power went out, so everyone lit candles. Combining the sentences with so makes the connection clear: The power went out, so everyone lit candles.”

▶ *Walk through why the other choices are weaker revisions.*

“B is a run-on. C stays choppy. D is a comma splice (a comma but no connecting word).”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: A — The power went out, so everyone lit candles.

(11)(C)(ix) · Revising: Combining Ideas for Clarity · Sheet 19 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by rearranging ideas for clarity”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I move a sentence so my main idea is clear.

Rearranging for clarity means putting the big idea where it helps the reader most — often at the beginning.

A clear topic sentence up front tells the reader what the paragraph is about.

KEY IDEA

Rearranging for clarity moves a sentence — often the main idea — to a spot that helps the reader understand.

WHERE IT APPEARS: “The Invention of Electricity” — a student’s draft

This deck teaches **Revising: Rearranging Ideas for Clarity** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Revising: Rearranging Ideas for Clarity

⌚ ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is rearranging ideas for clarity — the standard says: ‘revise drafts by rearranging ideas for clarity.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: rearranging ideas for clarity — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Rearranging Ideas for Clarity slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(x) • Revising: Rearranging Ideas for Clarity • Sheet 20 of 36 •
Cluster 4



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for clarity"

Which sentence is the main idea?

Read the paragraph. Find the sentence that states the big idea.

One sentence tells the big idea; the others give details.

I CAN I notice the main idea sentence.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our revising eyes. Which sentence is the main idea? Read the paragraph. Find the sentence that states the big idea."

▶ *Read the sentences aloud, then give quiet think time before taking answers.*

"Read this with me: One sentence tells the big idea; the others give details."

▶ *Have students point to or name the sentence that needs revising. We are only noticing today — not revising anything yet.*

ANSWER KEY: The main idea states the big idea about electricity.

(11)(C)(x) • Revising: Rearranging Ideas for Clarity • Sheet 20 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — The main idea states the big idea about electricity.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about — keep them anchored to "revising: rearranging ideas for clarity" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when revising: rearranging ideas for clarity is strong — it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for clarity"

Choose where it belongs.

With support, choose where the main idea belongs for clarity.

The main-idea sentence belongs at the (beginning / end).

I CAN I can choose where the main idea goes, with support.

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Grade 3 • CLUSTER 4 • Revising • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose where the main idea belongs for clarity."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: The main-idea sentence belongs at the (beginning / end)."

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: It belongs at the beginning.

(11)(C)(x) • Revising: Rearranging Ideas for Clarity • Sheet 20 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — It belongs at the beginning.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for clarity"

Show your thinking.

Tell why moving the main idea to the front makes the paragraph clearer.

Look at a paragraph about electricity's importance.

I CAN I can show why order adds clarity.

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Grade 3 • CLUSTER 4 • Revising • 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. Tell why moving the main idea to the front makes the paragraph clearer."

"Read this with me: Look at a paragraph about electricity's importance."

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

ANSWER KEY: A main idea up front makes the paragraph clear from the start.

(11)(C)(x) • Revising: Rearranging Ideas for Clarity • Sheet 20 of 36 •
Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — A main idea up front makes the paragraph clear from the start.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for clarity"

Revise on your own.

Mark where the main idea sentence should be moved — no word bank.

Find the main idea and move it to the front.**I CAN** I can rearrange for clarity myself.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**"Read this one: Find the main idea and move it to the front. Mark where the main idea sentence should be moved — no word bank."**

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: (Student moves the main idea to the front.)

(11)(C)(x) • Revising: Rearranging Ideas for Clarity • Sheet 20 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — (Student moves the main idea to the front.)

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for clarity"

Evaluate and transfer.

Defend your new order, then move a main idea in a draft of your own.

Explain why the main idea works best at the beginning. Then move a topic sentence in your own paragraph.

I CAN I can evaluate and rearrange ideas for clarity.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why the main idea works best at the beginning. Then move a topic sentence in your own paragraph."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Moving the main idea to the beginning helps the reader. Example: start with "Electricity is one of the most important inventions ever."

(11)(C)(x) • Revising: Rearranging Ideas for Clarity • Sheet 20 of 36 •
Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — Moving the main idea to the beginning helps the reader. Example: start with "Electricity is one of the most important inventions ever."

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **rearranging for clarity** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(x) revise drafts by rearranging ideas for clarity	Move the main idea (“Electricity became one of the most important inventions ever”) to the beginning . <i>A clear main idea up front tells the reader what the paragraph is about.</i>
MY OWN EXAMPLE: <i>Write a short paragraph about electricity with the main idea at the beginning.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet — 20 of 36 — and complete the (11)(C)(x) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

🕒 ~5 min

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

“Now it’s time to make this thinking your own.”

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student’s own example should match the standard —) to the beginning. A clear main idea up front tells the reader what the paragraph is about.

(11)(C)(x) · Revising: Rearranging Ideas for Clarity · Sheet 20 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student’s own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

“Does my example have to be about the passage?” No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student’s cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

The main idea states the big idea about electricity.



CHOOSE
Tuesday

It belongs at the beginning.



SHOW
Wednesday

A main idea up front makes the paragraph clear from the start.



OWN
Thursday

(Student moves the main idea to the front.)



DEFEND
Friday

Moving the main idea to the beginning helps the reader. Example: start with “Electricity is one of the most important inventions ever.”

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational — The main idea states the big idea about electricity. Emergent — It belongs at the beginning. Visible — A main idea up front makes the paragraph clear from the start. Independent — (Student moves the main idea to the front.) Reflective — Moving the main idea to the beginning helps the reader. Example: start with “Electricity is one of the most important inventions ever.”

ANSWER KEY: The main idea states the big idea about electricity. · It belongs at the beginning. · A main idea up front makes the paragraph clear from the start. · (Student moves the main idea to the front.) · Moving the main idea to the beginning helps the reader. Example: start with “Electricity is one of the most important inventions ever.”

(11)(C)(x) · Revising: Rearranging Ideas for Clarity · Sheet 20 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

- (1) It powered lights, machines, and trains.
- (2) Factories could run day and night.
- (3) Electricity became one of the most important inventions ever.

To make the paragraph clearer, where should sentence 3 be moved?

- A To the beginning, before sentence 1
- B Leave it at the end
- C After sentence 1
- D Delete sentence 3

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: It powered lights, machines, and trains. Now, (2) Factories could run day and night. (3) Electricity became one of the most important inventions ever. To make the paragraph clearer, where should sentence 3 be moved?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(x) · Revising: Rearranging Ideas for Clarity · Sheet 20 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: A To the beginning, before sentence 1

WHY THIS IS CORRECT

Sentence 3 states the big idea of the paragraph. Moving it to the beginning makes the paragraph clear from the start.

WHY THE OTHER CHOICES ARE REVISION TRAPS

B leaves the main idea buried at the end. C splits the details oddly. D removes the main idea, which the paragraph needs.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is A — To the beginning, before sentence 1. Sentence 3 states the big idea of the paragraph. Moving it to the beginning makes the paragraph clear from the start.”

▶ *Walk through why the other choices are weaker revisions.*

“B leaves the main idea buried at the end. C splits the details oddly. D removes the main idea, which the paragraph needs.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: A — To the beginning, before sentence 1

(11)(C)(x) · Revising: Rearranging Ideas for Clarity · Sheet 20 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts to improve sentence structure”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I fix sentences that are awkward or built incorrectly. Good **sentence structure** means one clear subject and smooth wording — no doubled or missing words. This is a review — read carefully and smooth out the awkward sentence.

KEY IDEA

Revising sentence structure means fixing an awkward or clumsy sentence so it reads smoothly and clearly.

WHERE IT APPEARS: “Henry Ford: Visionary of Travel” — a student’s draft

This deck teaches **Revising: Improve Sentence Structure** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Revising: Improve Sentence Structure

🕒 ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is improve sentence structure — the standard says: ‘revise drafts to improve sentence structure.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: improve sentence structure — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Improve Sentence Structure slide deck • student Revising Tracking Sheets • highlighters/pencils.



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Which sentence is awkward?

Read all three sentences. Find the ONE that is awkward or not built correctly.

- (1) The first cars were expensive.
- (2) Henry Ford he built cars on a moving line.
- (3) Soon more families owned one.

I CAN I notice an awkward sentence.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

⌚ ~2 min

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

"Let's warm up our revising eyes. Which sentence is awkward? Read all three sentences. Find the ONE that is awkward or not built correctly."

▶ Read the sentences aloud, then give quiet think time before taking answers.

"Read this with me: (1) The first cars were expensive. (2) Henry Ford he built cars on a moving line. (3) Soon more families owned one."

▶ Have students point to or name the sentence that needs revising. We are only noticing today — not revising anything yet.

ANSWER KEY: The awkward sentence adds an extra he.

(11)(C)(i) • Revising: Improve Sentence Structure • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — The awkward sentence adds an extra he.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about — keep them anchored to "revising: improve sentence structure" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when revising: improve sentence structure is strong — it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Choose the smoother sentence.

With support, choose the version that reads more smoothly.

(Henry Ford he built cars. / Henry Ford built cars.)

I CAN I can choose a smoother sentence, with support.

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Grade 3 • CLUSTER 5 • Revising • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose the version that reads more smoothly."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: (Henry Ford he built cars. / Henry Ford built cars.)"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: Henry Ford built cars. (smoother).

(11)(C)(i) • Revising: Improve Sentence Structure • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — Henry Ford built cars. (smoother).

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Show your thinking.

Underline the awkward part. Tell why the smoother version is better.

"The factory it ran all day."

I CAN I can show why a sentence is awkward.



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. Underline the awkward part. Tell why the smoother version is better."

"Read this with me: 'The factory it ran all day.'"

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

ANSWER KEY: "The factory it ran" repeats the subject with it.

(11)(C)(i) • Revising: Improve Sentence Structure • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — "The factory it ran" repeats the subject with it.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Revise on your own.

Revise the awkward sentence so it reads smoothly — no word bank.

"Henry Ford he built cars."**I CAN** I can revise an awkward sentence myself.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**"Read this one: 'Henry Ford he built cars.' Revise the awkward sentence so it reads smoothly — no word bank."**

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: Henry Ford built cars.

(11)(C)(i) • Revising: Improve Sentence Structure • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — Henry Ford built cars.

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Evaluate and transfer.

Defend your revision, then smooth out a sentence in a draft of your own.

Explain why removing *he* is smoother. Then fix an awkward sentence in your own writing.

I CAN I can evaluate and improve sentence structure.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why removing *he* is smoother. Then fix an awkward sentence in your own writing."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Removing the extra *he* makes the sentence smooth. Example: "The workers moved quickly along the line."

(11)(C)(i) • Revising: Improve Sentence Structure • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — Removing the extra *he* makes the sentence smooth. Example: "The workers moved quickly along the line."

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **improve sentence structure** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(i) revise drafts to improve sentence structure	"Henry Ford built cars on a moving line." <i>One clear subject and smooth wording — no extra he.</i>
MY OWN EXAMPLE: <i>Write your own smooth, clear sentence about Ford's factory.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet — 21 of 36 — and complete the (11)(C)(i) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

🕒 ~5 min

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

"Now it's time to make this thinking your own."

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard — One clear subject and smooth wording — no extra he.

(11)(C)(i) · Revising: Improve Sentence Structure · Sheet 21 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

The awkward sentence adds an extra *he*.



CHOOSE
Tuesday

Henry Ford built cars. (smoother).



SHOW
Wednesday

“The factory it ran” repeats the subject with *it*.



OWN
Thursday

Henry Ford built cars.



DEFEND
Friday

Removing the extra *he* makes the sentence smooth. Example: “The workers moved quickly along the line.”

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational — The awkward sentence adds an extra he. Emergent — Henry Ford built cars. (smoother). Visible — “The factory it ran” repeats the subject with it. Independent — Henry Ford built cars. Reflective — Removing the extra he makes the sentence smooth. Example: “The workers moved quickly along the line.”

ANSWER KEY: The awkward sentence adds an extra *he*. · Henry Ford built cars. (smoother). · “The factory it ran” repeats the subject with *it*. · Henry Ford built cars. · Removing the extra *he* makes the sentence smooth. Example: “The workers moved quickly along the line.”

(11)(C)(i) · Revising: Improve Sentence Structure · Sheet 21 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(2) Henry Ford he built cars on a moving assembly line.

What is the **BEST** way to revise sentence 2?

- A Henry Ford built cars on a moving assembly line.
- B Henry Ford he built cars on a moving assembly line.
- C He Henry Ford built cars on a moving assembly line.
- D Built cars on a moving assembly line Henry Ford.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: Henry Ford he built cars on a moving assembly line. Now, what is the BEST way to revise sentence 2?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(i) · Revising: Improve Sentence Structure · Sheet 21 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: A Henry Ford built cars on a moving assembly line.

WHY THIS IS CORRECT

Sentence 2 has a double subject (“Ford he”). The best revision uses one clear subject: **Henry Ford built cars on a moving assembly line.**

WHY THE OTHER CHOICES ARE REVISION TRAPS

B keeps the extra *he*. C adds *He* at the front, still awkward. D puts the words in a clumsy order.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is A — Henry Ford built cars on a moving assembly line. Sentence 2 has a double subject (“Ford he”). The best revision uses one clear subject: Henry Ford built cars on a moving assembly line.”

▶ *Walk through why the other choices are weaker revisions.*

“B keeps the extra *he*. C adds *He* at the front, still awkward. D puts the words in a clumsy order.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: A — Henry Ford built cars on a moving assembly line.

(11)(C)(i) · Revising: Improve Sentence Structure · Sheet 21 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts to improve word choice”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I choose exact, vivid words instead of vague ones.

Word choice means trading a plain word (good, big, went) for a stronger one (affordable, huge, raced).

This is a review — swap a vague word for one that paints a clearer picture.

KEY IDEA

Revising word choice swaps a plain or vague word for a stronger, more exact one that paints a clear picture.

WHERE IT APPEARS: “Henry Ford: Visionary of Travel” — a student’s draft

This deck teaches **Revising: Improve Word Choice** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Revising: Improve Word Choice

⌚ ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is improve word choice — the standard says: ‘revise drafts to improve word choice.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: improve word choice — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Improve Word Choice slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(ii) • Revising: Improve Word Choice • Sheet 22 of 36 • Cluster 5



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Which word is vague?

Read the sentence. Find the word that is plain or unclear.

"The new cars were really good."

I CAN I notice a vague word.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our revising eyes. Which word is vague? Read the sentence. Find the word that is plain or unclear."

▶ *Read the sentences aloud, then give quiet think time before taking answers.*

"Read this with me: 'The new cars were really good.'"

▶ *Have students point to or name the sentence that needs revising. We are only noticing today — not revising anything yet.*

ANSWER KEY: The vague word is good.

(11)(C)(ii) • Revising: Improve Word Choice • Sheet 22 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task.
Expected: an answer that matches — The vague word is good.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about — keep them anchored to "revising: improve word choice" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when revising: improve word choice is strong — it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Choose the stronger word.

With support, choose the more exact word.

The cars were (good / affordable) for families.

I CAN I can choose a stronger word, with support.

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Grade 3 • CLUSTER 5 • Revising • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose the more exact word."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: The cars were (good / affordable) for families."

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: affordable (the stronger, exact word).

(11)(C)(ii) • Revising: Improve Word Choice • Sheet 22 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — affordable (the stronger, exact word).

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Show your thinking.

Underline the vague word. Tell what stronger word is clearer.

"The line moved really fast."

I CAN I can show why a word is vague.

The Writing Academy®, LLC



Grade 3 • CLUSTER 5 • Revising • 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. Underline the vague word. Tell what stronger word is clearer."

"Read this with me: 'The line moved really fast.'"

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

ANSWER KEY: "fast" is plain — a word like swiftly is stronger.

(11)(C)(ii) • Revising: Improve Word Choice • Sheet 22 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches — "fast" is plain — a word like swiftly is stronger.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Revise on your own.

Replace the vague word with a stronger, more exact one — no word bank.

"The cars were really good."

I CAN I can improve word choice myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'The cars were really good.' Replace the vague word with a stronger, more exact one — no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: affordable ("the cars were affordable," not "good").

(11)(C)(ii) • Revising: Improve Word Choice • Sheet 22 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — affordable ("the cars were affordable," not "good").

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Evaluate and transfer.

Defend your word, then improve a vague word in a draft of your own.

Explain why *affordable* is stronger than *good*. Then replace a vague word in your own writing.

I CAN I can evaluate and improve word choice.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why *affordable* is stronger than *good*. Then replace a vague word in your own writing."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: "affordable" tells the reader exactly why the cars mattered. Example: "The engine roared to life."

(11)(C)(ii) • Revising: Improve Word Choice • Sheet 22 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — "affordable" tells the reader exactly why the cars mattered. Example: "The engine roared to life."

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **improve word choice** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(ii) revise drafts to improve word choice	“Ford’s cars were affordable for many families.” <i>affordable is exact; the plain word good does not tell why.</i>
MY OWN EXAMPLE: <i>Write your own sentence about Ford’s cars using a strong, exact word.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet — 22 of 36 — and complete the (11)(C)(ii) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

🕒 ~5 min

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

“Now it’s time to make this thinking your own.”

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student’s own example should match the standard — affordable is exact; the plain word good does not tell why.

(11)(C)(ii) · Revising: Improve Word Choice · Sheet 22 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student’s own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

“Does my example have to be about the passage?” No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student’s cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

The vague word is **good**.



CHOOSE
Tuesday

affordable (the stronger, exact word).



SHOW
Wednesday

“fast” is plain — a word like *swiftly* is stronger.



OWN
Thursday

affordable (“the cars were affordable,” not “good”).



DEFEND
Friday

“affordable” tells the reader exactly why the cars mattered. Example: “The engine roared to life.”

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational — The vague word is good. Emergent — affordable (the stronger, exact word). Visible — “fast” is plain — a word like *swiftly* is stronger. Independent — affordable (“the cars were affordable,” not “good”). Reflective — “affordable” tells the reader exactly why the cars mattered. Example: “The engine roared to life.”

ANSWER KEY: The vague word is good. · affordable (the stronger, exact word). · “fast” is plain — a word like *swiftly* is stronger. · affordable (“the cars were affordable,” not “good”). · “affordable” tells the reader exactly why the cars mattered. Example: “The engine roared to life.”

(11)(C)(ii) · Revising: Improve Word Choice · Sheet 22 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(3) The new cars were really good for families.

What is the **BEST** word to replace good in sentence 3?

A affordable

B nice

C okay

D neat

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: The new cars were really good for families. Now, what is the BEST word to replace good in sentence 3?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(ii) • Revising: Improve Word Choice · Sheet 22 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: A affordable

WHY THIS IS CORRECT

Good is a plain word. The strongest, most exact word here is **affordable** — it tells why the cars mattered to families.

WHY THE OTHER CHOICES ARE REVISION TRAPS

Nice, *okay*, and *neat* are still vague — *affordable* gives the exact, clear meaning.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

🕒 ~2 min

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

“Here’s the payoff: the correct answer is A — affordable. Good is a plain word. The strongest, most exact word here is affordable — it tells why the cars mattered to families.”

▶ *Walk through why the other choices are weaker revisions.*

“Nice, okay, and neat are still vague — affordable gives the exact, clear meaning.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: A — affordable

(11)(C)(ii) • Revising: Improve Word Choice · Sheet 22 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by adding ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I add ideas that keep my writing connected and clear. **Adding an idea** means putting in a sentence that fits and gives the reader more detail.

This is a review — a good added sentence stays on topic and keeps the ideas flowing.

KEY IDEA

Revising by adding puts in a sentence that fits and connects the ideas — on topic, never random.

WHERE IT APPEARS: “Henry Ford: Visionary of Travel” — a student’s draft

This deck teaches **Revising: Adding Ideas** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Revising: Adding Ideas

⌚ ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is adding ideas — the standard says: ‘revise drafts by adding ideas for coherence.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: adding ideas — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Adding Ideas slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(iii) • Revising: Adding Ideas • Sheet 23 of 36 • Cluster 5



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Where could an idea be added?

Read the draft. Find a spot where more detail would help.

"Ford made cars faster. More families could buy one."

I CAN I notice where an idea could be added.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

**"Let's warm up our revising eyes. Where could an idea be added?
Read the draft. Find a spot where more detail would help."**

▶ *Read the sentences aloud, then give quiet think time before taking answers.*

"Read this with me: 'Ford made cars faster. More families could buy one.'"

▶ *Have students point to or name the sentence that needs revising. We are only noticing today — not revising anything yet.*

ANSWER KEY: A detail could be added after the first sentence.

(11)(C)(iii) • Revising: Adding Ideas • Sheet 23 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — A detail could be added after the first sentence.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about — keep them anchored to "revising: adding ideas" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when revising: adding ideas is strong — it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Choose the best sentence to add.

With support, choose the sentence that fits best.

(The moving line built each car quickly and cheaply. / Cars come in many colors.)

I CAN I can choose a sentence to add, with support.

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Grade 3 • CLUSTER 5 • Revising • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose the sentence that fits best."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: (The moving line built each car quickly and cheaply. / Cars come in many colors.)"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: "The moving line built each car quickly and cheaply." (fits and adds detail).

(11)(C)(iii) • Revising: Adding Ideas • Sheet 23 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — "The moving line built each car quickly and cheaply." (fits and adds detail).

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Show your thinking.

Tell why the added sentence fits and keeps the ideas connected.

Add after: "Ford made cars faster."

I CAN I can show why an added idea fits.



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. Tell why the added sentence fits and keeps the ideas connected."

"Read this with me: Add after: 'Ford made cars faster.'"

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

ANSWER KEY: It fits because it tells more about how Ford made cars.

(11)(C)(iii) • Revising: Adding Ideas • Sheet 23 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — It fits because it tells more about how Ford made cars.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Revise on your own.

Write a sentence that could be added to give more detail — on topic.

After "Ford made cars faster," add one detail sentence.**I CAN** I can add an idea myself.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**"Read this one: After 'Ford made cars faster,' add one detail sentence. Write a sentence that could be added to give more detail — on topic."**

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: (Student adds an on-topic detail sentence.)

(11)(C)(iii) • Revising: Adding Ideas • Sheet 23 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — (Student adds an on-topic detail sentence.)

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Evaluate and transfer.

Defend your added sentence, then add one idea to a draft of your own.

Explain why your sentence fits and stays on topic. Then add a fitting idea to one of your own paragraphs.

I CAN I can evaluate and add ideas that connect.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

🕒 ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why your sentence fits and stays on topic. Then add a fitting idea to one of your own paragraphs."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: A good added sentence gives more detail and stays on topic.
Example: "Workers each added one part as the car rolled by."

(11)(C)(iii) • Revising: Adding Ideas • Sheet 23 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — A good added sentence gives more detail and stays on topic. Example: "Workers each added one part as the car rolled by."

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **adding ideas** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iii) revise drafts by adding ideas for coherence	Add: "The moving line built each car quickly and cheaply." <i>The added sentence gives more detail and stays on topic.</i>
MY OWN EXAMPLE: <i>Add one sentence of detail to a short paragraph about Ford's cars. Keep it on topic.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet — 23 of 36 — and complete the (11)(C)(iii) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

🕒 ~5 min

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

"Now it's time to make this thinking your own."

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard — The added sentence gives more detail and stays on topic.

(11)(C)(iii) · Revising: Adding Ideas · Sheet 23 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

A detail could be added after the first sentence.



CHOOSE
Tuesday

“The moving line built each car quickly and cheaply.” (fits and adds detail).



SHOW
Wednesday

It fits because it tells more about how Ford made cars.



OWN
Thursday

(Student adds an on-topic detail sentence.)



DEFEND
Friday

A good added sentence gives more detail and stays on topic. Example: “Workers each added one part as the car rolled by.”

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational — A detail could be added after the first sentence. *Emergent* — “The moving line built each car quickly and cheaply.” (fits and adds detail). *Visible* — It fits because it tells more about how Ford made cars. *Independent* — (Student adds an on-topic detail sentence.) *Reflective* — A good added sentence gives more detail and stays on topic. Example: “Workers each added one part as the car rolled by.”

ANSWER KEY: A detail could be added after the first sentence. · “The moving line built each car quickly and cheaply.” (fits and adds detail). · It fits because it tells more about how Ford made cars. · (Student adds an on-topic detail sentence.) · A good added sentence gives more detail and stays on topic. Example: “Workers each added one part as the car rolled by.”

(11)(C)(iii) · Revising: Adding Ideas · Sheet 23 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

- (1) Ford made cars faster than ever.
 (2) ____
 (3) More families could finally buy one.

Which sentence could **BEST** be added as sentence 2?

- A** The moving line built each car quickly and cheaply.
- B** Cars come in many different colors.
- C** The weather was warm that day.
- D** Then everyone drove home.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: Ford made cars faster than ever. Now, (2) ____ (3) More families could finally buy one. Which sentence could BEST be added as sentence 2?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(iii) · Revising: Adding Ideas · Sheet 23 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: A The moving line built each car quickly and cheaply.

WHY THIS IS CORRECT

The best sentence to add gives more detail about how Ford made cars and keeps the ideas connected: **“The moving line built each car quickly and cheaply.”**

WHY THE OTHER CHOICES ARE REVISION TRAPS

B and C add unrelated ideas that break the topic. D jumps ahead and interrupts the flow.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

🕒 ~2 min

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

“Here’s the payoff: the correct answer is A — The moving line built each car quickly and cheaply. The best sentence to add gives more detail about how Ford made cars and keeps the ideas connected: “The moving line built each car quickly and cheaply.””

▶ *Walk through why the other choices are weaker revisions.*

“B and C add unrelated ideas that break the topic. D jumps ahead and interrupts the flow.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: A — The moving line built each car quickly and cheaply.

(11)(C)(iii) · Revising: Adding Ideas · Sheet 23 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by deleting ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I take out ideas that do not belong.

Deleting an idea means removing a sentence that is off-topic so the paragraph stays focused.

This is a review — if a sentence does not connect to the main idea, it should go.

KEY IDEA

Revising by deleting removes a sentence that is off-topic so the paragraph stays clear and focused.

WHERE IT APPEARS: “Henry Ford: Visionary of Travel” — a student’s draft

This deck teaches **Revising: Deleting Ideas** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Revising: Deleting Ideas

⌚ ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is deleting ideas — the standard says: ‘revise drafts by deleting ideas for coherence.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: deleting ideas — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Deleting Ideas slide deck · student Revising Tracking Sheets · highlighters/pencils.

(11)(C)(iv) • Revising: Deleting Ideas • Sheet 24 of 36 • Cluster 5



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by deleting ideas for coherence"

Which sentence is off-topic?

Read the paragraph. Find the sentence that does not belong.

One sentence is about building cars; one is about something else.

I CAN I notice an off-topic sentence.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our revising eyes. Which sentence is off-topic? Read the paragraph. Find the sentence that does not belong."

▶ Read the sentences aloud, then give quiet think time before taking answers.

"Read this with me: One sentence is about building cars; one is about something else."

▶ Have students point to or name the sentence that needs revising. We are only noticing today — not revising anything yet.

ANSWER KEY: One sentence is off-topic.

(11)(C)(iv) • Revising: Deleting Ideas • Sheet 24 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — One sentence is off-topic.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about — keep them anchored to "revising: deleting ideas" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when revising: deleting ideas is strong — it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by deleting ideas for coherence"

Choose the sentence to delete.

With support, choose the sentence that should be removed.

(keep: about the assembly line / delete: about a favorite color)

I CAN I can choose a sentence to delete, with support.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose the sentence that should be removed."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: (keep: about the assembly line / delete: about a favorite color)"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: The sentence about a favorite color should be deleted.

(11)(C)(iv) • Revising: Deleting Ideas • Sheet 24 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — The sentence about a favorite color should be deleted.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by deleting ideas for coherence"

Show your thinking.

Tell why the off-topic sentence should be deleted.

Look at a paragraph about building cars.

I CAN I can show why a sentence does not belong.



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. Tell why the off-topic sentence should be deleted."

"Read this with me: Look at a paragraph about building cars."

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

ANSWER KEY: It should go because it does not connect to building cars.

(11)(C)(iv) • Revising: Deleting Ideas • Sheet 24 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches — It should go because it does not connect to building cars.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by deleting ideas for coherence"

Revise on your own.

Cross out the sentence that does not belong — no word bank.

Find the off-topic sentence in a short paragraph.**I CAN** I can delete an off-topic idea myself.**TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)**

⌚ ~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**"Read this one: Find the off-topic sentence in a short paragraph. Cross out the sentence that does not belong — no word bank."**

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: (Student deletes the off-topic sentence.)

(11)(C)(iv) • Revising: Deleting Ideas • Sheet 24 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — (Student deletes the off-topic sentence.)

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by deleting ideas for coherence"

Evaluate and transfer.

Defend your deletion, then check a draft of your own for an off-topic sentence.

Explain why the deleted sentence did not belong. Then remove an off-topic sentence in your own writing.

I CAN I can evaluate and delete ideas that do not fit.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why the deleted sentence did not belong. Then remove an off-topic sentence in your own writing."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Deleting the off-topic sentence keeps the paragraph focused.
Example: remove a sentence about the weather from a paragraph about the factory.

(11)(C)(iv) • Revising: Deleting Ideas • Sheet 24 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — Deleting the off-topic sentence keeps the paragraph focused. Example: remove a sentence about the weather from a paragraph about the factory.

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **deleting ideas** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iv) revise drafts by deleting ideas for coherence	Delete: "My favorite color is blue." (off-topic in a paragraph about building cars). <i>Removing the off-topic sentence keeps the paragraph focused.</i>
MY OWN EXAMPLE: <i>Find and cross out one off-topic sentence in a short paragraph about the assembly line.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet — 24 of 36 — and complete the (11)(C)(iv) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⌚ ~5 min

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

"Now it's time to make this thinking your own."

▶ Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

ANSWER KEY: Student's own example should match the standard — (off-topic in a paragraph about building cars). Removing the off-topic sentence keeps the paragraph focused.

(11)(C)(iv) · Revising: Deleting Ideas · Sheet 24 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

One sentence is off-topic.



CHOOSE
Tuesday

The sentence about a favorite color should be deleted.



SHOW
Wednesday

It should go because it does not connect to building cars.



OWN
Thursday

(Student deletes the off-topic sentence.)



DEFEND
Friday

Deleting the off-topic sentence keeps the paragraph focused. Example: remove a sentence about the weather from a paragraph about the factory.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational — One sentence is off-topic. *Emergent* — The sentence about a favorite color should be deleted. *Visible* — It should go because it does not connect to building cars. *Independent* — (Student deletes the off-topic sentence.)
Reflective — Deleting the off-topic sentence keeps the paragraph focused.
 Example: remove a sentence about the weather from a paragraph about the factory.

ANSWER KEY: One sentence is off-topic. · The sentence about a favorite color should be deleted. · It should go because it does not connect to building cars. · (Student deletes the off-topic sentence.) · Deleting the off-topic sentence keeps the paragraph focused. Example: remove a sentence about the weather from a paragraph about the factory.

(11)(C)(iv) · Revising: Deleting Ideas · Sheet 24 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

- (1) Ford's cars were easy to build.
- (2) Workers added parts on a moving line.
- (3) My favorite color is blue.
- (4) This made cars cheaper for everyone.

Which sentence should be DELETED from the paragraph?

A Sentence 1

B Sentence 2

C Sentence 3

D Sentence 4

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: Ford’s cars were easy to build. Now, (2) Workers added parts on a moving line. (3) My favorite color is blue. (4) This made cars cheaper for everyone. Which sentence should be DELETED from the paragraph?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(iv) · Revising: Deleting Ideas · Sheet 24 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: C Sentence 3

WHY THIS IS CORRECT

Sentence 3 (“My favorite color is blue”) is off-topic. Deleting it keeps the paragraph focused on building cars.

WHY THE OTHER CHOICES ARE REVISION TRAPS

Sentences 1, 2, and 4 all describe building cars on the line — they belong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is C — Sentence 3. Sentence 3 (“My favorite color is blue”) is off-topic. Deleting it keeps the paragraph focused on building cars.”

▶ *Walk through why the other choices are weaker revisions.*

“Sentences 1, 2, and 4 all describe building cars on the line — they belong.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: C — Sentence 3

(11)(C)(iv) • Revising: Deleting Ideas • Sheet 24 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by combining ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I combine short, choppy sentences into one smooth sentence.

Combining ideas joins two related sentences so the writing flows and is not choppy.

This is a review — a good combined sentence keeps all the ideas and reads smoothly.

KEY IDEA

Revising by combining joins two short, related sentences into one smooth sentence — no choppy repeats.

WHERE IT APPEARS: “Crash” — a student’s draft about a bike ride

This deck teaches **Revising: Combining Ideas** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Revising: Combining Ideas

⌚ ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is combining ideas — the standard says: ‘revise drafts by combining ideas for coherence.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: combining ideas — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Combining Ideas slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(v) • Revising: Combining Ideas • Sheet 25 of 36 • Cluster 6



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by combining ideas for coherence"

Which sentences are choppy?

Read the draft. Find two short sentences that could be joined.

"The bike was fast. The bike was red."

I CAN I notice choppy sentences that could be combined.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our revising eyes. Which sentences are choppy? Read the draft. Find two short sentences that could be joined."

▶ Read the sentences aloud, then give quiet think time before taking answers.

"Read this with me: 'The bike was fast. The bike was red.'"

▶ Have students point to or name the sentence that needs revising. We are only noticing today — not revising anything yet.

ANSWER KEY: The two choppy sentences both describe the bike.

(11)(C)(v) • Revising: Combining Ideas • Sheet 25 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — The two choppy sentences both describe the bike.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about — keep them anchored to "revising: combining ideas" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when revising: combining ideas is strong — it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by combining ideas for coherence"

Choose the best combination.

With support, choose the smoothest way to combine the two sentences.

(The bike was fast, it was red. / The bike was fast and red.)

I CAN I can choose the best combination, with support.

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Grade 3 • CLUSTER 6 • Revising • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose the smoothest way to combine the two sentences."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: (The bike was fast, it was red. / The bike was fast and red.)"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: The bike was fast and red. (smooth combination).

(11)(C)(v) • Revising: Combining Ideas • Sheet 25 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — The bike was fast and red. (smooth combination).

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by combining ideas for coherence"

Show your thinking.

Tell why the combined sentence is smoother and keeps the ideas.

"I wore a helmet. I wore knee pads."

I CAN I can show why combining helps.



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. Tell why the combined sentence is smoother and keeps the ideas."

"Read this with me: 'I wore a helmet. I wore knee pads.'"

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

ANSWER KEY: Combining keeps both safety details (helmet + knee pads) in one smooth sentence.

(11)(C)(v) • Revising: Combining Ideas • Sheet 25 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — Combining keeps both safety details (helmet + knee pads) in one smooth sentence.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by combining ideas for coherence"

Revise on your own.

Combine two short sentences into one smooth sentence — no word bank.

"The path was steep. The path was long."**I CAN** I can combine ideas myself.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**"Read this one: 'The path was steep. The path was long.'
Combine two short sentences into one smooth sentence — no word bank."**▶ *No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.***ANSWER KEY:** The path was steep and long. (combined).

(11)(C)(v) • Revising: Combining Ideas • Sheet 25 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task.
Expected: an answer that matches — The path was steep and long. (combined).

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by combining ideas for coherence"

Evaluate and transfer.

Defend your combined sentence, then combine two short sentences in a draft of your own.

Explain why your combined sentence flows better. Then combine two choppy sentences in your own writing.

I CAN I can evaluate and combine ideas smoothly.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why your combined sentence flows better. Then combine two choppy sentences in your own writing."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The combined sentence keeps all the ideas and flows smoothly.
Example: "I checked my brakes and buckled my helmet."

(11)(C)(v) • Revising: Combining Ideas • Sheet 25 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task.
Expected: an answer that matches — The combined sentence keeps all the ideas and flows smoothly. Example: "I checked my brakes and buckled my helmet."

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **combining ideas** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(v) revise drafts by combining ideas for coherence	"The bike was fast and red." <i>Two short sentences combined into one smooth sentence.</i>
MY OWN EXAMPLE: <i>Combine two short sentences about the bike ride into one smooth sentence.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet — 25 of 36 — and complete the (11)(C)(v) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

🕒 ~5 min

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

"Now it's time to make this thinking your own."

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard — Two short sentences combined into one smooth sentence.

(11)(C)(v) · Revising: Combining Ideas · Sheet 25 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

The two choppy sentences both describe the bike.



CHOOSE
Tuesday

The bike was fast and red. (smooth combination).



SHOW
Wednesday

Combining keeps both safety details (helmet + knee pads) in one smooth sentence.



OWN
Thursday

The path was steep and long. (combined).



DEFEND
Friday

The combined sentence keeps all the ideas and flows smoothly. Example: “I checked my brakes and buckled my helmet.”

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational — The two choppy sentences both describe the bike. Emergent — The bike was fast and red. (smooth combination). Visible — Combining keeps both safety details (helmet + knee pads) in one smooth sentence. Independent — The path was steep and long. (combined). Reflective — The combined sentence keeps all the ideas and flows smoothly. Example: “I checked my brakes and buckled my helmet.”

ANSWER KEY: The two choppy sentences both describe the bike. · The bike was fast and red. (smooth combination). · Combining keeps both safety details (helmet + knee pads) in one smooth sentence. · The path was steep and long. (combined). · The combined sentence keeps all the ideas and flows smoothly. Example: “I checked my brakes and buckled my helmet.”

(11)(C)(v) · Revising: Combining Ideas · Sheet 25 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

- (2) The bike was fast.
(3) The bike was red.

What is the **BEST** way to combine sentences 2 and 3?

- A** The bike was fast and red.
- B** The bike was fast, it was red.
- C** The bike was fast and the bike was red.
- D** The bike was fast. Was red.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: The bike was fast. Now, (3) The bike was red. What is the BEST way to combine sentences 2 and 3?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(v) · Revising: Combining Ideas · Sheet 25 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: A The bike was fast and red.

WHY THIS IS CORRECT

The best way to combine the sentences smoothly is: **The bike was fast and red.**

WHY THE OTHER CHOICES ARE REVISION TRAPS

B joins them with only a comma (a comma splice). C repeats *the bike* and sounds clunky. D leaves a fragment.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • Show What You Know • Answer

🕒 ~2 min

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

“Here’s the payoff: the correct answer is A — The bike was fast and red. The best way to combine the sentences smoothly is: The bike was fast and red.”

▶ *Walk through why the other choices are weaker revisions.*

“B joins them with only a comma (a comma splice). C repeats the bike and sounds clunky. D leaves a fragment.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: A — The bike was fast and red.

(11)(C)(v) • Revising: Combining Ideas • Sheet 25 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by rearranging ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I put the ideas in an order that makes sense.

Rearranging ideas means moving a sentence so events or steps are in the right order.

This is a review — order words (first, next, then, finally) help me check the order.

KEY IDEA

Revising by rearranging moves a sentence so the ideas are in an order the reader can follow.

WHERE IT APPEARS: “Crash” — a student’s draft about a bike ride

This deck teaches **Revising: Rearranging Ideas** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Revising: Rearranging Ideas

🕒 ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is rearranging ideas — the standard says: ‘revise drafts by rearranging ideas for coherence.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: rearranging ideas — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Rearranging Ideas slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(vi) • Revising: Rearranging Ideas • Sheet 26 of 36 • Cluster 6



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for coherence"

Which sentence is out of order?

Read all three sentences. Find the ONE that is in the wrong place.

- (1) Finally, I reached the bottom of the hill.
- (2) First, I climbed onto my bike.
- (3) Then I started down the path.

I CAN I notice a sentence that is out of order.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our revising eyes. Which sentence is out of order? Read all three sentences. Find the ONE that is in the wrong place."

▶ *Read the sentences aloud, then give quiet think time before taking answers.*

"Read this with me: (1) Finally, I reached the bottom of the hill. (2) First, I climbed onto my bike. (3) Then I started down the path."

▶ *Have students point to or name the sentence that needs revising. We are only noticing today — not revising anything yet.*

ANSWER KEY: The sentence starting with Finally is out of order.

(11)(C)(vi) • Revising: Rearranging Ideas • Sheet 26 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — The sentence starting with Finally is out of order.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about — keep them anchored to "revising: rearranging ideas" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when revising: rearranging ideas is strong — it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for coherence"

Choose the right spot.

With support, choose where the out-of-order sentence belongs.

A sentence that starts with (Finally) should go (last).

I CAN I can choose the right order, with support.

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Grade 3 • CLUSTER 6 • Revising • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose where the out-of-order sentence belongs."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: A sentence that starts with (Finally) should go (last)."

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: A Finally sentence should go last.

(11)(C)(vi) • Revising: Rearranging Ideas • Sheet 26 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — A Finally sentence should go last.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for coherence"

Show your thinking.

Tell how order words show where a sentence belongs.

"First, I pedaled. Then I turned. Finally, I stopped."

I CAN I can show how to order ideas.



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. Tell how order words show where a sentence belongs."

"Read this with me: 'First, I pedaled. Then I turned. Finally, I stopped.'"

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

ANSWER KEY: Order words (first, then, finally) show the sequence.

(11)(C)(vi) • Revising: Rearranging Ideas • Sheet 26 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches — Order words (first, then, finally) show the sequence.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for coherence"

Revise on your own.

Number the sentences in the order they should go — no word bank.

Put in order: Finally... / First... / Then...**I CAN** I can rearrange ideas myself.**TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)**

~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**"Read this one: Put in order: Finally... / First... / Then... Number the sentences in the order they should go — no word bank."**

► No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: First → Then → Finally.

(11)(C)(vi) • Revising: Rearranging Ideas • Sheet 26 of 36 • Cluster 6

CHECK FOR UNDERSTANDINGAsk a student to explain their answer for today's own task.
Expected: an answer that matches — First → Then → Finally.**COMMON MISCONCEPTION**

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for coherence"

Evaluate and transfer.

Defend your new order, then fix the order in a draft of your own.

Explain why your order makes sense. Then reorder the steps in one of your own paragraphs.

I CAN I can evaluate and rearrange ideas for order.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why your order makes sense. Then reorder the steps in one of your own paragraphs."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Putting the Finally sentence last makes the order clear. Example: "First I climbed on, then I rode down, and finally I stopped."

(11)(C)(vi) • Revising: Rearranging Ideas • Sheet 26 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — Putting the Finally sentence last makes the order clear. Example: "First I climbed on, then I rode down, and finally I stopped."

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **rearranging ideas** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(vi) revise drafts by rearranging ideas for coherence	First → Then → Finally (steps in the order they happened). <i>Order words show where each sentence belongs.</i>
MY OWN EXAMPLE: <i>Write three sentences about your bike ride in the right order, using first, then, and finally.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet — 26 of 36 — and complete the (11)(C)(vi) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

🕒 ~5 min

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

“Now it’s time to make this thinking your own.”

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student’s own example should match the standard —

(11)(C)(vi) · Revising: Rearranging Ideas · Sheet 26 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student’s own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

“Does my example have to be about the passage?” No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student’s cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE

Monday

The sentence starting with *Finally* is out of order.



CHOOSE

Tuesday

A *Finally* sentence should go last.



SHOW

Wednesday

Order words (first, then, finally) show the sequence.



OWN

Thursday

First → Then → Finally.



DEFEND

Friday

Putting the *Finally* sentence last makes the order clear. Example: “First I climbed on, then I rode down, and finally I stopped.”

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational — The sentence starting with *Finally* is out of order. *Emergent* — A *Finally* sentence should go last. *Visible* — Order words (first, then, finally) show the sequence. *Independent* — First → Then → Finally. *Reflective* — Putting the *Finally* sentence last makes the order clear. Example: “First I climbed on, then I rode down, and finally I stopped.”

ANSWER KEY: The sentence starting with *Finally* is out of order. · A *Finally* sentence should go last. · Order words (first, then, finally) show the sequence. · First → Then → Finally. · Putting the *Finally* sentence last makes the order clear. Example: “First I climbed on, then I rode down, and finally I stopped.”

(11)(C)(vi) · Revising: Rearranging Ideas · Sheet 26 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is *Visible*-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

- (1) Finally, I reached the bottom of the hill.
- (2) First, I climbed onto my bike.
- (3) Then I started down the path.

Where should sentence 1 be moved so the events are in order?

- A To the end, after sentence 3
- B Leave it where it is
- C Before sentence 2
- D Delete sentence 1

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: Finally, I reached the bottom of the hill. Now, (2) First, I climbed onto my bike. (3) Then I started down the path. Where should sentence 1 be moved so the events are in order?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(vi) · Revising: Rearranging Ideas · Sheet 26 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: A To the end, after sentence 3

WHY THIS IS CORRECT

Sentence 1 begins with *Finally*, so it tells what happened last. Moving it to the end puts the events in the right order.

WHY THE OTHER CHOICES ARE REVISION TRAPS

B leaves the events out of order. C keeps *Finally* near the beginning, which is confusing. D removes an important step.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is A — To the end, after sentence 3. Sentence 1 begins with Finally, so it tells what happened last. Moving it to the end puts the events in the right order.”

▶ *Walk through why the other choices are weaker revisions.*

“B leaves the events out of order. C keeps Finally near the beginning, which is confusing. D removes an important step.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: A — To the end, after sentence 3

(11)(C)(vi) · Revising: Rearranging Ideas · Sheet 26 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by adding ideas for clarity”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I add a sentence that explains or gives a reason so the reader understands.

Adding for clarity means putting in a sentence that tells how or why, so the idea is clear.

This is a review — a clarifying sentence answers a question the reader might have.

KEY IDEA

Revising by adding for clarity puts in a sentence that explains or gives a reason so the reader understands.

WHERE IT APPEARS: “Crash” — a student’s draft about a bike ride

This deck teaches **Revising: Adding Ideas for Clarity** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Revising: Adding Ideas for Clarity

⌚ ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is adding ideas for clarity — the standard says: ‘revise drafts by adding ideas for clarity.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: adding ideas for clarity — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Adding Ideas for Clarity slide deck • student Revising Tracking Sheets • highlighters/pencils.



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by adding ideas for clarity"

Where could a clarifying idea be added?

Read the draft. Find a spot where the reader needs more explanation.

"I slowed down. It was the right choice."

I CAN I notice where a clarifying idea could be added.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

⌚ ~2 min

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

"Let's warm up our revising eyes. Where could a clarifying idea be added? Read the draft. Find a spot where the reader needs more explanation."

▶ Read the sentences aloud, then give quiet think time before taking answers.

"Read this with me: 'I slowed down. It was the right choice.'"

▶ Have students point to or name the sentence that needs revising. We are only noticing today — not revising anything yet.

ANSWER KEY: A clarifying idea could be added after "I slowed down."

(11)(C)(vii) • Revising: Adding Ideas for Clarity • Sheet 27 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — A clarifying idea could be added after "I slowed down."

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about — keep them anchored to "revising: adding ideas for clarity" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when revising: adding ideas for clarity is strong — it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by adding ideas for clarity"

Choose the best sentence to add.

With support, choose the sentence that best explains or gives a reason.

(The path ahead was steep and rocky. / My bike is blue.)

I CAN I can choose a clarifying sentence, with support.

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Grade 3 • CLUSTER 6 • Revising • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose the sentence that best explains or gives a reason."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: (The path ahead was steep and rocky. / My bike is blue.)"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: "The path ahead was steep and rocky." (explains why).

(11)(C)(vii) • Revising: Adding Ideas for Clarity • Sheet 27 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — "The path ahead was steep and rocky." (explains why).

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by adding ideas for clarity"

Show your thinking.

Tell why the added sentence makes the meaning clearer.

Add after: "I slowed down."

I CAN I can show why an added idea gives clarity.



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. Tell why the added sentence makes the meaning clearer."

"Read this with me: Add after: 'I slowed down.'"

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

ANSWER KEY: It gives the reason, so the reader understands the choice.

(11)(C)(vii) • Revising: Adding Ideas for Clarity • Sheet 27 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches — It gives the reason, so the reader understands the choice.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by adding ideas for clarity"

Revise on your own.

Write a sentence that explains or gives a reason — to make the idea clear.

After "I slowed down," add a sentence that tells why.

I CAN I can add an idea for clarity myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: After 'I slowed down,' add a sentence that tells why. Write a sentence that explains or gives a reason — to make the idea clear."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: (Student adds a sentence that tells why.)

(11)(C)(vii) • Revising: Adding Ideas for Clarity • Sheet 27 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — (Student adds a sentence that tells why.)

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by adding ideas for clarity"

Evaluate and transfer.

Defend your added sentence, then add a clarifying idea to a draft of your own.

Explain how your sentence makes the meaning clearer. Then add a clarifying idea to your own writing.

I CAN I can evaluate and add ideas for clarity.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain how your sentence makes the meaning clearer. Then add a clarifying idea to your own writing."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: A clarifying sentence tells how or why. Example: "I braked because a squirrel darted across the trail."

(11)(C)(vii) • Revising: Adding Ideas for Clarity • Sheet 27 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — A clarifying sentence tells how or why. Example: "I braked because a squirrel darted across the trail."

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **adding ideas for clarity** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(vii) revise drafts by adding ideas for clarity	Add: “ The path ahead was steep and rocky. ” (explains WHY slowing down was right). <i>The added sentence explains why, making the idea clear.</i>
MY OWN EXAMPLE: <i>Add one sentence that explains WHY the rider slowed down.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet — 27 of 36 — and complete the (11)(C)(vii) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

🕒 ~5 min

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

“Now it’s time to make this thinking your own.”

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student’s own example should match the standard — (explains WHY slowing down was right). The added sentence explains why, making the idea clear.

(11)(C)(vii) · Revising: Adding Ideas for Clarity · Sheet 27 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student’s own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

“Does my example have to be about the passage?” No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student’s cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

A clarifying idea could be added after “I slowed down.”



CHOOSE
Tuesday

“The path ahead was steep and rocky.” (explains why).



SHOW
Wednesday

It gives the reason, so the reader understands the choice.



OWN
Thursday

(Student adds a sentence that tells why.)



DEFEND
Friday

A clarifying sentence tells how or why. Example: “I braked because a squirrel darted across the trail.”

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational — A clarifying idea could be added after “I slowed down.” *Emergent* — “The path ahead was steep and rocky.” (explains why). *Visible* — It gives the reason, so the reader understands the choice. *Independent* — (Student adds a sentence that tells why.) *Reflective* — A clarifying sentence tells how or why. Example: “I braked because a squirrel darted across the trail.”

ANSWER KEY: A clarifying idea could be added after “I slowed down.” · “The path ahead was steep and rocky.” (explains why). · It gives the reason, so the reader understands the choice. · (Student adds a sentence that tells why.) · A clarifying sentence tells how or why. Example: “I braked because a squirrel darted across the trail.”

(11)(C)(vii) · Revising: Adding Ideas for Clarity · Sheet 27 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

- (1) I slowed down on the hill.
 (2) ____
 (3) It was the right choice.

Which sentence could **BEST** be added as sentence 2 to make the reason clear?

- A** The path ahead was steep and rocky.
- B** My bike is blue and silver.
- C** Birds were singing that morning.
- D** Then I rode home for lunch.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: I slowed down on the hill. Now, (2) ____ (3) It was the right choice. Which sentence could BEST be added as sentence 2 to make the reason clear?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(vii) · Revising: Adding Ideas for Clarity · Sheet 27 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: A The path ahead was steep and rocky.

WHY THIS IS CORRECT

The best sentence to add explains WHY slowing down was right and makes the meaning clear: **“The path ahead was steep and rocky.”**

WHY THE OTHER CHOICES ARE REVISION TRAPS

B and C add details that do not explain the choice. D jumps ahead and interrupts the flow.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is A — The path ahead was steep and rocky. The best sentence to add explains WHY slowing down was right and makes the meaning clear: “The path ahead was steep and rocky.””

▶ *Walk through why the other choices are weaker revisions.*

“B and C add details that do not explain the choice. D jumps ahead and interrupts the flow.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: A — The path ahead was steep and rocky.

(11)(C)(vii) · Revising: Adding Ideas for Clarity · Sheet 27 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by deleting ideas for clarity”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I take out a sentence that confuses the reader or repeats an idea.

Deleting for clarity means removing a sentence that is confusing or repeats what was already said.

This is a review — if a sentence muddies the meaning, taking it out makes the writing clear.

KEY IDEA

Revising by deleting for clarity removes a confusing or repeated sentence so the meaning is clear.

WHERE IT APPEARS: “Crash” — a student’s draft about a bike ride

This deck teaches **Revising: Deleting Ideas for Clarity** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Revising: Deleting Ideas for Clarity

⌚ ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is deleting ideas for clarity — the standard says: ‘revise drafts by deleting ideas for clarity.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: deleting ideas for clarity — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Deleting Ideas for Clarity slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(viii) • Revising: Deleting Ideas for Clarity • Sheet 28 of 36 •
Cluster 6



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by deleting ideas for clarity"

Which sentence muddies the meaning?

Read all four sentences. Find the ONE that confuses the reader or just repeats.

- (1) I gripped the handlebars tightly.
- (2) I held on to the handlebars really tight with my hands.
- (3) The bike bounced over the rocks.
- (4) I stayed balanced the whole way down.

I CAN I notice a confusing or repeated sentence.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

⌚ ~2 min

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

"Let's warm up our revising eyes. Which sentence muddies the meaning? Read all four sentences. Find the ONE that confuses the reader or just repeats."

▶ Read the sentences aloud, then give quiet think time before taking answers.

"Read this with me: (1) I gripped the handlebars tightly. (2) I held on to the handlebars really tight with my hands. (3) The bike bounced over the rocks. (4) I stayed balanced the whole way down."

▶ Have students point to or name the sentence that needs revising. We are only noticing today — not revising anything yet.

ANSWER KEY: Sentence 2 repeats sentence 1 about the handlebars.

(11)(C)(viii) • Revising: Deleting Ideas for Clarity • Sheet 28 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — Sentence 2 repeats sentence 1 about the handlebars.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about — keep them anchored to "revising: deleting ideas for clarity" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when revising: deleting ideas for clarity is strong — it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by deleting ideas for clarity"

Choose the sentence to delete.

With support, choose the sentence that should be removed for clarity.

(keep: "The bike bounced over the rocks." / delete: the repeated handlebars sentence)

I CAN I can choose a sentence to delete, with support.

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Grade 3 • CLUSTER 6 • Revising • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose the sentence that should be removed for clarity."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: (keep: 'The bike bounced over the rocks.' / delete: the repeated handlebars sentence)"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: The repeated handlebars sentence (sentence 2) should be deleted.

(11)(C)(viii) • Revising: Deleting Ideas for Clarity • Sheet 28 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — The repeated handlebars sentence (sentence 2) should be deleted.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by deleting ideas for clarity"

Show your thinking.

Tell why the confusing or repeated sentence should be deleted.

Two sentences say the same thing about the handlebars.

I CAN I can show why a sentence muddies the meaning.



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. Tell why the confusing or repeated sentence should be deleted."

"Read this with me: Two sentences say the same thing about the handlebars."

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

ANSWER KEY: It says the same thing twice, which muddies the meaning.

(11)(C)(viii) • Revising: Deleting Ideas for Clarity • Sheet 28 of 36 •
Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — It says the same thing twice, which muddies the meaning.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by deleting ideas for clarity"

Revise on your own.

Cross out the confusing or repeated sentence — no word bank.

Find the sentence that repeats an idea in a short paragraph.

I CAN I can delete an unclear idea myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: Find the sentence that repeats an idea in a short paragraph. Cross out the confusing or repeated sentence — no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: (Student deletes the repeated sentence.)

(11)(C)(viii) • Revising: Deleting Ideas for Clarity • Sheet 28 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — (Student deletes the repeated sentence.)

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by deleting ideas for clarity"

Evaluate and transfer.

Defend your deletion, then check a draft of your own for a confusing or repeated sentence.

Explain why the deleted sentence muddled the meaning. Then remove one in your own writing.

I CAN I can evaluate and delete ideas for clarity.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why the deleted sentence muddled the meaning. Then remove one in your own writing."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Deleting the repeated sentence keeps the writing clear. Example: remove a second sentence that says "I was scared and afraid."

(11)(C)(viii) • Revising: Deleting Ideas for Clarity • Sheet 28 of 36 •
Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — Deleting the repeated sentence keeps the writing clear. Example: remove a second sentence that says "I was scared and afraid."

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **deleting ideas for clarity** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(viii) revise drafts by deleting ideas for clarity	Delete: “I held on to the handlebars really tight with my hands.” (repeats sentence 1). <i>Removing the repeated sentence keeps the writing clear.</i>
MY OWN EXAMPLE: <i>Find and cross out one confusing or repeated sentence in a short paragraph about the ride.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet — 28 of 36 — and complete the (11)(C)(viii) row.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • Your Turn • Fill in the Tracking Sheet

🕒 ~5 min

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

“Now it’s time to make this thinking your own.”

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student’s own example should match the standard — (repeats sentence 1). Removing the repeated sentence keeps the writing clear.

(11)(C)(viii) • Revising: Deleting Ideas for Clarity • Sheet 28 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student’s own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

“Does my example have to be about the passage?” No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student’s cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

Sentence 2 repeats sentence 1 about the handlebars.



CHOOSE
Tuesday

The repeated handlebars sentence (sentence 2) should be deleted.



SHOW
Wednesday

It says the same thing twice, which muddies the meaning.



OWN
Thursday

(Student deletes the repeated sentence.)



DEFEND
Friday

Deleting the repeated sentence keeps the writing clear. Example: remove a second sentence that says “I was scared and afraid.”

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational — Sentence 2 repeats sentence 1 about the handlebars. Emergent — The repeated handlebars sentence (sentence 2) should be deleted. Visible — It says the same thing twice, which muddies the meaning. Independent — (Student deletes the repeated sentence.) Reflective — Deleting the repeated sentence keeps the writing clear. Example: remove a second sentence that says “I was scared and afraid.”

ANSWER KEY: Sentence 2 repeats sentence 1 about the handlebars. · The repeated handlebars sentence (sentence 2) should be deleted. · It says the same thing twice, which muddies the meaning. · (Student deletes the repeated sentence.) · Deleting the repeated sentence keeps the writing clear. Example: remove a second sentence that says “I was scared and afraid.”

(11)(C)(viii) · Revising: Deleting Ideas for Clarity · Sheet 28 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

- (1) I gripped the handlebars tightly.
- (2) I held on to the handlebars really tight with my hands.
- (3) The bike bounced over the rocks.
- (4) I stayed balanced the whole way down.

Which sentence should be DELETED to make the writing clear?

A Sentence 1

B Sentence 2

C Sentence 3

D Sentence 4

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: I gripped the handlebars tightly. Now, (2) I held on to the handlebars really tight with my hands. (3) The bike bounced over the rocks. (4) I stayed balanced the whole way down. Which sentence should be DELETED to make the writing clear?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(viii) · Revising: Deleting Ideas for Clarity · Sheet 28 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: B Sentence 2

WHY THIS IS CORRECT

Sentence 2 repeats the idea in sentence 1 (holding the handlebars tightly). Deleting it removes the repetition and keeps the writing clear.

WHY THE OTHER CHOICES ARE REVISION TRAPS

Sentences 1, 3, and 4 each add a new, clear idea — they belong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is B — Sentence 2. Sentence 2 repeats the idea in sentence 1 (holding the handlebars tightly). Deleting it removes the repetition and keeps the writing clear.”

▶ *Walk through why the other choices are weaker revisions.*

“Sentences 1, 3, and 4 each add a new, clear idea — they belong.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: B — Sentence 2

(11)(C)(viii) · Revising: Deleting Ideas for Clarity · Sheet 28 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by combining ideas for clarity”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I combine sentences to show how ideas connect.

Combining for clarity joins two sentences with a word like *and*, *but*, *so*, or *because* to make the relationship clear.

The connecting word tells the reader how the ideas fit together.

KEY IDEA

Combining for clarity joins two sentences with a connecting word (so, because, but) so the reader sees how the ideas relate.

WHERE IT APPEARS: “A Dream Can Grow” — a student’s draft about Martin Luther King Jr.

This deck teaches **Revising: Combining Ideas for Clarity** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Revising: Combining Ideas for Clarity

⌚ ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is combining ideas for clarity — the standard says: ‘revise drafts by combining ideas for clarity.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: combining ideas for clarity — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Combining Ideas for Clarity slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(ix) • Revising: Combining Ideas for Clarity • Sheet 29 of 36 •
Cluster 7



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by combining ideas for clarity"

Which two ideas connect?

Read the draft. Find two sentences whose ideas are related.

"Dr. King wanted fairness. He led peaceful marches."

I CAN I notice two ideas that connect.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our revising eyes. Which two ideas connect? Read the draft. Find two sentences whose ideas are related."

▶ *Read the sentences aloud, then give quiet think time before taking answers.*

"Read this with me: 'Dr. King wanted fairness. He led peaceful marches.'"

▶ *Have students point to or name the sentence that needs revising. We are only noticing today — not revising anything yet.*

ANSWER KEY: Two related ideas: wanting fairness and leading marches.

(11)(C)(ix) • Revising: Combining Ideas for Clarity • Sheet 29 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — Two related ideas: wanting fairness and leading marches.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about — keep them anchored to "revising: combining ideas for clarity" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when revising: combining ideas for clarity is strong — it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.



TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by combining ideas for clarity"

Choose the connecting word.

With support, choose the word that best shows how the ideas relate.

Dr. King wanted fairness, (and / so) he led peaceful marches.

I CAN I can choose a connecting word, with support.



TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday •
Emergent (Developing)

🕒 ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose the word that best shows how the ideas relate."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: Dr. King wanted fairness, (and / so) he led peaceful marches."

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: so (it shows the reason).

(11)(C)(ix) • Revising: Combining Ideas for Clarity • Sheet 29 of 36 •
Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — so (it shows the reason).

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by combining ideas for clarity"

Show your thinking.

Tell how the connecting word makes the relationship clear.

"The laws were unfair, ___ people marched for change."

I CAN I can show how a connecting word adds clarity.



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. Tell how the connecting word makes the relationship clear."

"Read this with me: 'The laws were unfair, ___ people marched for change.'"

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

ANSWER KEY: A word like so shows how the ideas relate.

(11)(C)(ix) • Revising: Combining Ideas for Clarity • Sheet 29 of 36 •
Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches — A word like so shows how the ideas relate.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by combining ideas for clarity"

Revise on your own.

Combine two related sentences with a connecting word — no word bank.

"He gave a speech. The crowd listened."**I CAN** I can combine ideas for clarity myself.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**"Read this one: 'He gave a speech. The crowd listened.' Combine two related sentences with a connecting word — no word bank."**

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: The laws were unfair, so people marched for change.

(11)(C)(ix) • Revising: Combining Ideas for Clarity • Sheet 29 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — The laws were unfair, so people marched for change.

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by combining ideas for clarity"

Evaluate and transfer.

Defend your connecting word, then combine two ideas in a draft of your own.

Explain why so shows the connection. Then combine two related sentences in your own writing with a connecting word.

I CAN I can evaluate and combine ideas for clarity.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why so shows the connection. Then combine two related sentences in your own writing with a connecting word."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The connecting word so makes the reason clear. Example: "People believed in his dream, so they joined the march."

(11)(C)(ix) • Revising: Combining Ideas for Clarity • Sheet 29 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — The connecting word so makes the reason clear. Example: "People believed in his dream, so they joined the march."

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **combining for clarity** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(ix) revise drafts by combining ideas for clarity	“Dr. King wanted fairness, so he led peaceful marches.” <i>so shows why he marched — the ideas connect clearly.</i>
MY OWN EXAMPLE: <i>Combine two related sentences about Dr. King with a connecting word (so, because, but).</i>	

→ Now open your Standards Sweep Revising Tracking Sheet — 29 of 36 — and complete the (11)(C)(ix) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

🕒 ~5 min

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

“Now it’s time to make this thinking your own.”

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student’s own example should match the standard — so shows why he marched — the ideas connect clearly.

(11)(C)(ix) · Revising: Combining Ideas for Clarity · Sheet 29 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student’s own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

“Does my example have to be about the passage?” No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student’s cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

Two related ideas: wanting fairness and leading marches.



CHOOSE
Tuesday

so (it shows the reason).



SHOW
Wednesday

A word like so shows how the ideas relate.



OWN
Thursday

The laws were unfair, so people marched for change.



DEFEND
Friday

The connecting word so makes the reason clear. Example: "People believed in his dream, so they joined the march."

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct:
Foundational — Two related ideas: wanting fairness and leading marches.
Emergent — so (it shows the reason). *Visible* — A word like so shows how the ideas relate. *Independent* — The laws were unfair, so people marched for change.
Reflective — The connecting word so makes the reason clear. Example: "People believed in his dream, so they joined the march."

ANSWER KEY: Two related ideas: wanting fairness and leading marches. · so (it shows the reason). · A word like so shows how the ideas relate. · The laws were unfair, so people marched for change. · The connecting word so makes the reason clear. Example: "People believed in his dream, so they joined the march."

(11)(C)(ix) · Revising: Combining Ideas for Clarity · Sheet 29 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as 'close enough'; require them to revise it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(2) Dr. King wanted fairness.

(3) He led peaceful marches.

What is the **BEST** way to combine sentences 2 and 3?

A Dr. King wanted fairness, so he led peaceful marches.

B Dr. King wanted fairness he led peaceful marches.

C Dr. King wanted fairness. So he led peaceful marches.

D Dr. King wanted fairness, he led peaceful marches.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: Dr. King wanted fairness. Now, (3) He led peaceful marches. What is the BEST way to combine sentences 2 and 3?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(ix) · Revising: Combining Ideas for Clarity · Sheet 29 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: A Dr. King wanted fairness, so he led peaceful marches.

WHY THIS IS CORRECT

Combining the sentences with so makes the connection clear: **Dr. King wanted fairness, so he led peaceful marches.**

WHY THE OTHER CHOICES ARE REVISION TRAPS

B is a run-on. C stays choppy. D is a comma splice (a comma but no connecting word).

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

🕒 ~2 min

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

“Here’s the payoff: the correct answer is A — Dr. King wanted fairness, so he led peaceful marches. Combining the sentences with so makes the connection clear: Dr. King wanted fairness, so he led peaceful marches.”

▶ *Walk through why the other choices are weaker revisions.*

“B is a run-on. C stays choppy. D is a comma splice (a comma but no connecting word).”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: A — Dr. King wanted fairness, so he led peaceful marches.

(11)(C)(ix) · Revising: Combining Ideas for Clarity · Sheet 29 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by rearranging ideas for clarity”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I move a sentence so my main idea is clear.

Rearranging for clarity means putting the big idea where it helps the reader most — often at the beginning.

A clear topic sentence up front tells the reader what the paragraph is about.

KEY IDEA

Rearranging for clarity moves a sentence — often the main idea — to a spot that helps the reader understand.

WHERE IT APPEARS: “A Dream Can Grow” — a student’s draft about Martin Luther King Jr.

This deck teaches **Revising: Rearranging Ideas for Clarity** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Revising: Rearranging Ideas for Clarity

⌚ ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is rearranging ideas for clarity — the standard says: ‘revise drafts by rearranging ideas for clarity.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: rearranging ideas for clarity — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Rearranging Ideas for Clarity slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(x) • Revising: Rearranging Ideas for Clarity • Sheet 30 of 36 •
Cluster 7



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for clarity"

Which sentence is the main idea?

Read the paragraph. Find the sentence that states the big idea.

One sentence tells the big idea; the others give details.

I CAN I notice the main idea sentence.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

⌚ ~2 min

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

"Let's warm up our revising eyes. Which sentence is the main idea? Read the paragraph. Find the sentence that states the big idea."

▶ *Read the sentences aloud, then give quiet think time before taking answers.*

"Read this with me: One sentence tells the big idea; the others give details."

▶ *Have students point to or name the sentence that needs revising. We are only noticing today — not revising anything yet.*

ANSWER KEY: The main idea states the big idea about Dr. King.

(11)(C)(x) • Revising: Rearranging Ideas for Clarity • Sheet 30 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — The main idea states the big idea about Dr. King.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about — keep them anchored to "revising: rearranging ideas for clarity" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when revising: rearranging ideas for clarity is strong — it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for clarity"

Choose where it belongs.

With support, choose where the main idea belongs for clarity.

The main-idea sentence belongs at the (beginning / end).

I CAN I can choose where the main idea goes, with support.

The Writing Academy®, LLC

Grade 3 • CLUSTER 7 • Revising • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose where the main idea belongs for clarity."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: The main-idea sentence belongs at the (beginning / end)."

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: It belongs at the beginning.

(11)(C)(x) • Revising: Rearranging Ideas for Clarity • Sheet 30 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — It belongs at the beginning.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for clarity"

Show your thinking.

Tell why moving the main idea to the front makes the paragraph clearer.

Look at a paragraph about Dr. King's dream.

I CAN I can show why order adds clarity.

The Writing Academy®, LLC



Grade 3 • CLUSTER 7 • Revising • 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. Tell why moving the main idea to the front makes the paragraph clearer."

"Read this with me: Look at a paragraph about Dr. King's dream."

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

ANSWER KEY: A main idea up front makes the paragraph clear from the start.

(11)(C)(x) • Revising: Rearranging Ideas for Clarity • Sheet 30 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — A main idea up front makes the paragraph clear from the start.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for clarity"

Revise on your own.

Mark where the main idea sentence should be moved — no word bank.

Find the main idea and move it to the front.**I CAN** I can rearrange for clarity myself.**TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)**

⌚ ~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**"Read this one: Find the main idea and move it to the front. Mark where the main idea sentence should be moved — no word bank."**

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: (Student moves the main idea to the front.)

(11)(C)(x) • Revising: Rearranging Ideas for Clarity • Sheet 30 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — (Student moves the main idea to the front.)

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for clarity"

Evaluate and transfer.

Defend your new order, then move a main idea in a draft of your own.

Explain why the main idea works best at the beginning. Then move a topic sentence in your own paragraph.

I CAN I can evaluate and rearrange ideas for clarity.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why the main idea works best at the beginning. Then move a topic sentence in your own paragraph."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Moving the main idea to the beginning helps the reader. Example: start with "Dr. King changed the country with peaceful action."

(11)(C)(x) • Revising: Rearranging Ideas for Clarity • Sheet 30 of 36 •
Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — Moving the main idea to the beginning helps the reader. Example: start with "Dr. King changed the country with peaceful action."

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **rearranging for clarity** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(x) revise drafts by rearranging ideas for clarity	Move the main idea (“Dr. King changed the country with peaceful action”) to the beginning . <i>A clear main idea up front tells the reader what the paragraph is about.</i>
MY OWN EXAMPLE: <i>Write a short paragraph about Dr. King with the main idea at the beginning.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet — 30 of 36 — and complete the (11)(C)(x) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⌚ ~5 min

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

“Now it’s time to make this thinking your own.”

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student’s own example should match the standard —) to the beginning. A clear main idea up front tells the reader what the paragraph is about.

(11)(C)(x) · Revising: Rearranging Ideas for Clarity · Sheet 30 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student’s own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

“Does my example have to be about the passage?” No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student’s cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

The main idea states the big idea about Dr. King.



CHOOSE
Tuesday

It belongs at the beginning.



SHOW
Wednesday

A main idea up front makes the paragraph clear from the start.



OWN
Thursday

(Student moves the main idea to the front.)



DEFEND
Friday

Moving the main idea to the beginning helps the reader. Example: start with “Dr. King changed the country with peaceful action.”

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational — The main idea states the big idea about Dr. King. Emergent — It belongs at the beginning. Visible — A main idea up front makes the paragraph clear from the start. Independent — (Student moves the main idea to the front.) Reflective — Moving the main idea to the beginning helps the reader. Example: start with “Dr. King changed the country with peaceful action.”

ANSWER KEY: The main idea states the big idea about Dr. King. · It belongs at the beginning. · A main idea up front makes the paragraph clear from the start. · (Student moves the main idea to the front.) · Moving the main idea to the beginning helps the reader. Example: start with “Dr. King changed the country with peaceful action.”

(11)(C)(x) · Revising: Rearranging Ideas for Clarity · Sheet 30 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

- (1) He gave speeches that gave people hope.
- (2) He led marches for equal rights.
- (3) Dr. King changed the country with peaceful action.

To make the paragraph clearer, where should sentence 3 be moved?

- A To the beginning, before sentence 1
- B Leave it at the end
- C After sentence 1
- D Delete sentence 3

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: He gave speeches that gave people hope. Now, (2) He led marches for equal rights. (3) Dr. King changed the country with peaceful action. To make the paragraph clearer, where should sentence 3 be moved?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(x) · Revising: Rearranging Ideas for Clarity · Sheet 30 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: A To the beginning, before sentence 1

WHY THIS IS CORRECT

Sentence 3 states the big idea of the paragraph. Moving it to the beginning makes the paragraph clear from the start.

WHY THE OTHER CHOICES ARE REVISION TRAPS

B leaves the main idea buried at the end. C splits the details oddly. D removes the main idea, which the paragraph needs.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is A — To the beginning, before sentence 1. Sentence 3 states the big idea of the paragraph. Moving it to the beginning makes the paragraph clear from the start.”

▶ *Walk through why the other choices are weaker revisions.*

“B leaves the main idea buried at the end. C splits the details oddly. D removes the main idea, which the paragraph needs.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: A — To the beginning, before sentence 1

(11)(C)(x) · Revising: Rearranging Ideas for Clarity · Sheet 30 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts to improve sentence structure”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I fix sentences that are awkward or built incorrectly. Good **sentence structure** means one clear subject and smooth wording — no doubled or missing words. This is a review — read carefully and smooth out the awkward sentence.

KEY IDEA

Revising sentence structure means fixing an awkward or clumsy sentence so it reads smoothly and clearly.

WHERE IT APPEARS: “A Dream Can Grow” — a student’s draft about Martin Luther King Jr.

This deck teaches **Revising: Improve Sentence Structure** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Revising: Improve Sentence Structure

🕒 ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is improve sentence structure — the standard says: ‘revise drafts to improve sentence structure.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: improve sentence structure — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Improve Sentence Structure slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(i) • Revising: Improve Sentence Structure • Sheet 31 of 36 •
Cluster 7



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Which sentence is awkward?

Read all three sentences. Find the ONE that is awkward or not built correctly.

- (1) The crowd filled the whole street.
- (2) Dr. King he spoke to the huge crowd.
- (3) Everyone listened quietly.

I CAN I notice an awkward sentence.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •
Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our revising eyes. Which sentence is awkward? Read all three sentences. Find the ONE that is awkward or not built correctly."

▶ Read the sentences aloud, then give quiet think time before taking answers.

"Read this with me: (1) The crowd filled the whole street. (2) Dr. King he spoke to the huge crowd. (3) Everyone listened quietly."

▶ Have students point to or name the sentence that needs revising. We are only noticing today — not revising anything yet.

ANSWER KEY: The awkward sentence adds an extra he.

(11)(C)(i) • Revising: Improve Sentence Structure • Sheet 31 of 36 •
Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — The awkward sentence adds an extra he.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about — keep them anchored to "revising: improve sentence structure" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when revising: improve sentence structure is strong — it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Choose the smoother sentence.

With support, choose the version that reads more smoothly.

(Dr. King he spoke. / Dr. King spoke.)

I CAN I can choose a smoother sentence, with support.

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Grade 3 • CLUSTER 7 • Revising • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose the version that reads more smoothly."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: (Dr. King he spoke. / Dr. King spoke.)"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: Dr. King spoke. (smoother).

(11)(C)(i) • Revising: Improve Sentence Structure • Sheet 31 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — Dr. King spoke. (smoother).

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Show your thinking.

Underline the awkward part. Tell why the smoother version is better.

"The speech it lasted many minutes."

I CAN I can show why a sentence is awkward.



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. Underline the awkward part. Tell why the smoother version is better."

"Read this with me: 'The speech it lasted many minutes.'"

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

ANSWER KEY: "The speech it lasted" repeats the subject with it.

(11)(C)(i) • Revising: Improve Sentence Structure • Sheet 31 of 36 •
Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — "The speech it lasted" repeats the subject with it.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Revise on your own.

Revise the awkward sentence so it reads smoothly — no word bank.

"Dr. King he spoke to the crowd."**I CAN** I can revise an awkward sentence myself.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**"Read this one: 'Dr. King he spoke to the crowd.' Revise the awkward sentence so it reads smoothly — no word bank."**

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: Dr. King spoke to the crowd.

(11)(C)(i) • Revising: Improve Sentence Structure • Sheet 31 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — Dr. King spoke to the crowd.

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Evaluate and transfer.

Defend your revision, then smooth out a sentence in a draft of your own.

Explain why removing *he* is smoother. Then fix an awkward sentence in your own writing.

I CAN I can evaluate and improve sentence structure.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why removing *he* is smoother. Then fix an awkward sentence in your own writing."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Removing the extra *he* makes the sentence smooth. Example: "The marchers walked together in peace."

(11)(C)(i) • Revising: Improve Sentence Structure • Sheet 31 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — Removing the extra *he* makes the sentence smooth. Example: "The marchers walked together in peace."

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **improve sentence structure** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(i) revise drafts to improve sentence structure	“Dr. King spoke to the huge crowd.” <i>One clear subject and smooth wording — no extra he.</i>
MY OWN EXAMPLE: <i>Write your own smooth, clear sentence about Dr. King’s speech.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet — 31 of 36 — and complete the (11)(C)(i) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

🕒 ~5 min

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

“Now it’s time to make this thinking your own.”

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student’s own example should match the standard — One clear subject and smooth wording — no extra he.

(11)(C)(i) · Revising: Improve Sentence Structure · Sheet 31 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student’s own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

“Does my example have to be about the passage?” No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student’s cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

The awkward sentence adds an extra *he*.



CHOOSE
Tuesday

Dr. King spoke. (smoother).



SHOW
Wednesday

“The speech it lasted” repeats the subject with *it*.



OWN
Thursday

Dr. King spoke to the crowd.



DEFEND
Friday

Removing the extra *he* makes the sentence smooth. Example: “The marchers walked together in peace.”

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational — The awkward sentence adds an extra *he*. Emergent — Dr. King spoke. (smoother). Visible — “The speech it lasted” repeats the subject with *it*. Independent — Dr. King spoke to the crowd. Reflective — Removing the extra *he* makes the sentence smooth. Example: “The marchers walked together in peace.”

ANSWER KEY: The awkward sentence adds an extra *he*. · Dr. King spoke. (smoother). · “The speech it lasted” repeats the subject with *it*. · Dr. King spoke to the crowd. · Removing the extra *he* makes the sentence smooth. Example: “The marchers walked together in peace.”

(11)(C)(i) · Revising: Improve Sentence Structure · Sheet 31 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(2) Dr. King he spoke to the huge crowd.

What is the **BEST** way to revise sentence 2?

- A** Dr. King spoke to the huge crowd.
- B** Dr. King he spoke to the huge crowd.
- C** He Dr. King spoke to the huge crowd.
- D** Spoke to the huge crowd Dr. King.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: Dr. King he spoke to the huge crowd. Now, what is the BEST way to revise sentence 2?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(i) · Revising: Improve Sentence Structure · Sheet 31 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: A Dr. King spoke to the huge crowd.

WHY THIS IS CORRECT

Sentence 2 has a double subject (“King he”). The best revision uses one clear subject: **Dr. King spoke to the huge crowd.**

WHY THE OTHER CHOICES ARE REVISION TRAPS

B keeps the extra *he*. C adds *He* at the front, still awkward. D puts the words in a clumsy order.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is A — Dr. King spoke to the huge crowd. Sentence 2 has a double subject (“King he”). The best revision uses one clear subject: Dr. King spoke to the huge crowd.”

▶ *Walk through why the other choices are weaker revisions.*

“B keeps the extra *he*. C adds *He* at the front, still awkward. D puts the words in a clumsy order.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: A — Dr. King spoke to the huge crowd.

(11)(C)(i) · Revising: Improve Sentence Structure · Sheet 31 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts to improve word choice”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I choose exact, vivid words instead of vague ones.

Word choice means trading a plain word (good, big, said) for a stronger one (powerful, huge, declared).

This is a review — swap a vague word for one that paints a clearer picture.

KEY IDEA

Revising word choice swaps a plain or vague word for a stronger, more exact one that paints a clear picture.

WHERE IT APPEARS: “A Dream Can Grow” — a student’s draft about Martin Luther King Jr.

This deck teaches **Revising: Improve Word Choice** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Revising: Improve Word Choice

⌚ ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is improve word choice — the standard says: ‘revise drafts to improve word choice.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: improve word choice — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Improve Word Choice slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(ii) • Revising: Improve Word Choice • Sheet 32 of 36 • Cluster 7



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Which word is vague?

Read the sentence. Find the word that is plain or unclear.

"Dr. King's speech was really good."

I CAN I notice a vague word.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our revising eyes. Which word is vague? Read the sentence. Find the word that is plain or unclear."

▶ *Read the sentences aloud, then give quiet think time before taking answers.*

"Read this with me: 'Dr. King's speech was really good.'"

▶ *Have students point to or name the sentence that needs revising. We are only noticing today — not revising anything yet.*

ANSWER KEY: The vague word is good.

(11)(C)(ii) • Revising: Improve Word Choice • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task.
Expected: an answer that matches — The vague word is good.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about — keep them anchored to "revising: improve word choice" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when revising: improve word choice is strong — it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Choose the stronger word.

With support, choose the more exact word.

The speech was (good / powerful) and full of hope.

I CAN I can choose a stronger word, with support.

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Grade 3 • CLUSTER 7 • Revising • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose the more exact word."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: The speech was (good / powerful) and full of hope."

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: powerful (the stronger, exact word).

(11)(C)(ii) • Revising: Improve Word Choice • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — powerful (the stronger, exact word).

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Show your thinking.

Underline the vague word. Tell what stronger word is clearer.

"The crowd was really big."

I CAN I can show why a word is vague.



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. Underline the vague word. Tell what stronger word is clearer."

"Read this with me: 'The crowd was really big.'"

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

ANSWER KEY: "big" is plain — a word like enormous is stronger.

(11)(C)(ii) • Revising: Improve Word Choice • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — "big" is plain — a word like enormous is stronger.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Revise on your own.

Replace the vague word with a stronger, more exact one — no word bank.

"The speech was really good."

I CAN I can improve word choice myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'The speech was really good.' Replace the vague word with a stronger, more exact one — no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: powerful ("the speech was powerful," not "good").

(11)(C)(ii) • Revising: Improve Word Choice • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — powerful ("the speech was powerful," not "good").

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Evaluate and transfer.

Defend your word, then improve a vague word in a draft of your own.

Explain why *powerful* is stronger than *good*. Then replace a vague word in your own writing.

I CAN I can evaluate and improve word choice.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why powerful is stronger than good. Then replace a vague word in your own writing."

► *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: "powerful" tells the reader exactly how strong the speech was. Example: "The words inspired the whole crowd."

(11)(C)(ii) • Revising: Improve Word Choice • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — "powerful" tells the reader exactly how strong the speech was. Example: "The words inspired the whole crowd."

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **improve word choice** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(ii) revise drafts to improve word choice	“Dr. King gave a powerful speech.” <i>powerful is exact; the plain word good does not tell how strong it was.</i>
MY OWN EXAMPLE: <i>Write your own sentence about Dr. King’s speech using a strong, exact word.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet — 32 of 36 — and complete the (11)(C)(ii) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

🕒 ~5 min

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

“Now it’s time to make this thinking your own.”

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student’s own example should match the standard — powerful is exact; the plain word good does not tell how strong it was.

(11)(C)(ii) · Revising: Improve Word Choice · Sheet 32 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student’s own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

“Does my example have to be about the passage?” No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student’s cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

The vague word is **good**.



CHOOSE
Tuesday

powerful (the stronger, exact word).



SHOW
Wednesday

“big” is plain — a word like *enormous* is stronger.



OWN
Thursday

powerful (“the speech was powerful,” not “good”).



DEFEND
Friday

“powerful” tells the reader exactly how strong the speech was. Example: “The words inspired the whole crowd.”

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational — The vague word is good. Emergent — powerful (the stronger, exact word). Visible — “big” is plain — a word like enormous is stronger. Independent — powerful (“the speech was powerful,” not “good”). Reflective — “powerful” tells the reader exactly how strong the speech was. Example: “The words inspired the whole crowd.”

ANSWER KEY: The vague word is good. · powerful (the stronger, exact word). · “big” is plain — a word like enormous is stronger. · powerful (“the speech was powerful,” not “good”). · “powerful” tells the reader exactly how strong the speech was. Example: “The words inspired the whole crowd.”

(11)(C)(ii) · Revising: Improve Word Choice · Sheet 32 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(3) Dr. King's speech was really good and full of hope.

What is the **BEST** word to replace good in sentence 3?

A powerful

B nice

C okay

D fine

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: Dr. King’s speech was really good and full of hope. Now, what is the BEST word to replace good in sentence 3?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(ii) · Revising: Improve Word Choice · Sheet 32 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: A powerful

WHY THIS IS CORRECT

Good is a plain word. The strongest, most exact word here is **powerful** — it tells how strong and moving the speech was.

WHY THE OTHER CHOICES ARE REVISION TRAPS

Nice, *okay*, and *fine* are still vague — *powerful* gives the exact, clear meaning.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

🕒 ~2 min

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

“Here’s the payoff: the correct answer is A — powerful. Good is a plain word. The strongest, most exact word here is powerful — it tells how strong and moving the speech was.”

▶ *Walk through why the other choices are weaker revisions.*

“Nice, okay, and fine are still vague — powerful gives the exact, clear meaning.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: A — powerful

(11)(C)(ii) • Revising: Improve Word Choice · Sheet 32 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by adding ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I add ideas that keep my writing connected and clear. **Adding an idea** means putting in a sentence that fits and gives the reader more detail.

This is a review — a good added sentence stays on topic and keeps the ideas flowing.

KEY IDEA

Revising by adding puts in a sentence that fits and connects the ideas — on topic, never random.

WHERE IT APPEARS: “A Place to Grow” — a student’s draft about a community garden

This deck teaches **Revising: Adding Ideas** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Revising: Adding Ideas

⌚ ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is adding ideas — the standard says: ‘revise drafts by adding ideas for coherence.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: adding ideas — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Adding Ideas slide deck · student Revising Tracking Sheets · highlighters/pencils.

(11)(C)(iii) · Revising: Adding Ideas · Sheet 33 of 36 · Cluster 8



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Where could an idea be added?

Read the draft. Find a spot where more detail would help.

"Neighbors planted a garden. Soon fresh food grew."

I CAN I notice where an idea could be added.

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Grade 3 • CLUSTER 8 • Revising • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our revising eyes. Where could an idea be added? Read the draft. Find a spot where more detail would help."

▶ *Read the sentences aloud, then give quiet think time before taking answers.*

"Read this with me: 'Neighbors planted a garden. Soon fresh food grew.'"

▶ *Have students point to or name the sentence that needs revising. We are only noticing today — not revising anything yet.*

ANSWER KEY: A detail could be added after the first sentence.

(11)(C)(iii) • Revising: Adding Ideas • Sheet 33 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — A detail could be added after the first sentence.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about — keep them anchored to "revising: adding ideas" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when revising: adding ideas is strong — it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Choose the best sentence to add.

With support, choose the sentence that fits best.

(They watered the seeds every morning. / My favorite fruit is grapes.)

I CAN I can choose a sentence to add, with support.

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Grade 3 • CLUSTER 8 • Revising • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose the sentence that fits best."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: (They watered the seeds every morning. / My favorite fruit is grapes.)"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: "They watered the seeds every morning." (fits and adds detail).

(11)(C)(iii) • Revising: Adding Ideas • Sheet 33 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — "They watered the seeds every morning." (fits and adds detail).

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Show your thinking.

Tell why the added sentence fits and keeps the ideas connected.

Add after: "Neighbors planted a garden."

I CAN I can show why an added idea fits.



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. Tell why the added sentence fits and keeps the ideas connected."

"Read this with me: Add after: 'Neighbors planted a garden.'"

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

ANSWER KEY: It fits because it tells more about how the garden grew.

(11)(C)(iii) • Revising: Adding Ideas • Sheet 33 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — It fits because it tells more about how the garden grew.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Revise on your own.

Write a sentence that could be added to give more detail — on topic.

After "Neighbors planted a garden," add one detail sentence.

I CAN I can add an idea myself.

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Grade 3 • CLUSTER 8 • Revising • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: After 'Neighbors planted a garden,' add one detail sentence. Write a sentence that could be added to give more detail — on topic."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: (Student adds an on-topic detail sentence.)

(11)(C)(iii) • Revising: Adding Ideas • Sheet 33 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — (Student adds an on-topic detail sentence.)

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Evaluate and transfer.

Defend your added sentence, then add one idea to a draft of your own.

Explain why your sentence fits and stays on topic. Then add a fitting idea to one of your own paragraphs.

I CAN I can evaluate and add ideas that connect.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

🕒 ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why your sentence fits and stays on topic. Then add a fitting idea to one of your own paragraphs."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: A good added sentence gives more detail and stays on topic.
Example: "Volunteers pulled weeds each week to keep the plants healthy."

(11)(C)(iii) • Revising: Adding Ideas • Sheet 33 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — A good added sentence gives more detail and stays on topic. Example: "Volunteers pulled weeds each week to keep the plants healthy."

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **adding ideas** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iii) revise drafts by adding ideas for coherence	Add: "They watered the seeds every morning." <i>The added sentence gives more detail and stays on topic.</i>
MY OWN EXAMPLE: <i>Add one sentence of detail to a short paragraph about the garden. Keep it on topic.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet — 33 of 36 — and complete the (11)(C)(iii) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

🕒 ~5 min

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

"Now it's time to make this thinking your own."

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard — The added sentence gives more detail and stays on topic.

(11)(C)(iii) · Revising: Adding Ideas · Sheet 33 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

A detail could be added after the first sentence.



CHOOSE
Tuesday

“They watered the seeds every morning.” (fits and adds detail).



SHOW
Wednesday

It fits because it tells more about how the garden grew.



OWN
Thursday

(Student adds an on-topic detail sentence.)



DEFEND
Friday

A good added sentence gives more detail and stays on topic. Example: “Volunteers pulled weeds each week to keep the plants healthy.”

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

🕒 ~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational — A detail could be added after the first sentence. *Emergent* — “They watered the seeds every morning.” (fits and adds detail). *Visible* — It fits because it tells more about how the garden grew. *Independent* — (Student adds an on-topic detail sentence.) *Reflective* — A good added sentence gives more detail and stays on topic. Example: “Volunteers pulled weeds each week to keep the plants healthy.”

ANSWER KEY: A detail could be added after the first sentence. · “They watered the seeds every morning.” (fits and adds detail). · It fits because it tells more about how the garden grew. · (Student adds an on-topic detail sentence.) · A good added sentence gives more detail and stays on topic. Example: “Volunteers pulled weeds each week to keep the plants healthy.”

(11)(C)(iii) · Revising: Adding Ideas · Sheet 33 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

- (1) Neighbors planted a community garden.
 (2) ____
 (3) Soon fresh vegetables grew for everyone.

Which sentence could **BEST** be added as sentence 2?

- A** They watered the seeds every morning.
- B** My favorite fruit is grapes.
- C** The bus was late that day.
- D** Then everyone went home.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: Neighbors planted a community garden. Now, (2) ____ (3) Soon fresh vegetables grew for everyone. Which sentence could BEST be added as sentence 2?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(iii) · Revising: Adding Ideas · Sheet 33 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: A They watered the seeds every morning.

WHY THIS IS CORRECT

The best sentence to add gives more detail about caring for the garden and keeps the ideas connected: **“They watered the seeds every morning.”**

WHY THE OTHER CHOICES ARE REVISION TRAPS

B and C add unrelated ideas that break the topic. D jumps ahead and interrupts the flow.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is A — They watered the seeds every morning. The best sentence to add gives more detail about caring for the garden and keeps the ideas connected: “They watered the seeds every morning.””

▶ *Walk through why the other choices are weaker revisions.*

“B and C add unrelated ideas that break the topic. D jumps ahead and interrupts the flow.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: A — They watered the seeds every morning.

(11)(C)(iii) · Revising: Adding Ideas · Sheet 33 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by deleting ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I take out ideas that do not belong.

Deleting an idea means removing a sentence that is off-topic so the paragraph stays focused.

This is a review — if a sentence does not connect to the main idea, it should go.

KEY IDEA

Revising by deleting removes a sentence that is off-topic so the paragraph stays clear and focused.

WHERE IT APPEARS: “A Place to Grow” — a student’s draft about a community garden

This deck teaches **Revising: Deleting Ideas** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Revising: Deleting Ideas

⌚ ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is deleting ideas — the standard says: ‘revise drafts by deleting ideas for coherence.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: deleting ideas — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Deleting Ideas slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(iv) • Revising: Deleting Ideas • Sheet 34 of 36 • Cluster 8



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by deleting ideas for coherence"

Which sentence is off-topic?

Read all four sentences. Find the ONE that does not belong.

- (1) The garden gave the neighborhood fresh food.
- (2) Families shared the vegetables they grew.
- (3) My cousin has a new video game.
- (4) Everyone worked together to care for the plants.

I CAN I notice an off-topic sentence.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

⌚ ~2 min

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

"Let's warm up our revising eyes. Which sentence is off-topic? Read all four sentences. Find the ONE that does not belong."

▶ Read the sentences aloud, then give quiet think time before taking answers.

"Read this with me: (1) The garden gave the neighborhood fresh food. (2) Families shared the vegetables they grew. (3) My cousin has a new video game. (4) Everyone worked together to care for the plants."

▶ Have students point to or name the sentence that needs revising. We are only noticing today — not revising anything yet.

ANSWER KEY: One sentence is off-topic.

(11)(C)(iv) • Revising: Deleting Ideas • Sheet 34 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — One sentence is off-topic.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about — keep them anchored to "revising: deleting ideas" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when revising: deleting ideas is strong — it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by deleting ideas for coherence"

Choose the sentence to delete.

With support, choose the sentence that should be removed.

(keep: about sharing vegetables / delete: about a video game)

I CAN I can choose a sentence to delete, with support.

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Grade 3 • CLUSTER 8 • Revising • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose the sentence that should be removed."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: (keep: about sharing vegetables / delete: about a video game)"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: The sentence about a video game should be deleted.

(11)(C)(iv) • Revising: Deleting Ideas • Sheet 34 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — The sentence about a video game should be deleted.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by deleting ideas for coherence"

Show your thinking.

Tell why the off-topic sentence should be deleted.

Look at a paragraph about the community garden.

I CAN I can show why a sentence does not belong.



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. Tell why the off-topic sentence should be deleted."

"Read this with me: Look at a paragraph about the community garden."

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

ANSWER KEY: It should go because it does not connect to the garden.

(11)(C)(iv) • Revising: Deleting Ideas • Sheet 34 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — It should go because it does not connect to the garden.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by deleting ideas for coherence"

Revise on your own.

Cross out the sentence that does not belong — no word bank.

Find the off-topic sentence in a short paragraph.

I CAN I can delete an off-topic idea myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: Find the off-topic sentence in a short paragraph. Cross out the sentence that does not belong — no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: (Student deletes the off-topic sentence.)

(11)(C)(iv) • Revising: Deleting Ideas • Sheet 34 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — (Student deletes the off-topic sentence.)

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by deleting ideas for coherence"

Evaluate and transfer.

Defend your deletion, then check a draft of your own for an off-topic sentence.

Explain why the deleted sentence did not belong. Then remove an off-topic sentence in your own writing.

I CAN I can evaluate and delete ideas that do not fit.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

🕒 ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why the deleted sentence did not belong. Then remove an off-topic sentence in your own writing."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Deleting the off-topic sentence keeps the paragraph focused.
Example: remove a sentence about the weather from a paragraph about planting seeds.

(11)(C)(iv) • Revising: Deleting Ideas • Sheet 34 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — Deleting the off-topic sentence keeps the paragraph focused. Example: remove a sentence about the weather from a paragraph about planting seeds.

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **deleting ideas** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iv) revise drafts by deleting ideas for coherence	Delete: "My cousin has a new video game." (off-topic in a paragraph about the garden). <i>Removing the off-topic sentence keeps the paragraph focused.</i>
MY OWN EXAMPLE: <i>Find and cross out one off-topic sentence in a short paragraph about the garden.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet — 34 of 36 — and complete the (11)(C)(iv) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

🕒 ~5 min

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

"Now it's time to make this thinking your own."

▶ Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

ANSWER KEY: Student's own example should match the standard — (off-topic in a paragraph about the garden). Removing the off-topic sentence keeps the paragraph focused.

(11)(C)(iv) · Revising: Deleting Ideas · Sheet 34 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

One sentence is off-topic.



CHOOSE
Tuesday

The sentence about a video game should be deleted.



SHOW
Wednesday

It should go because it does not connect to the garden.



OWN
Thursday

(Student deletes the off-topic sentence.)



DEFEND
Friday

Deleting the off-topic sentence keeps the paragraph focused. Example: remove a sentence about the weather from a paragraph about planting seeds.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational — One sentence is off-topic. *Emergent* — The sentence about a video game should be deleted. *Visible* — It should go because it does not connect to the garden. *Independent* — (Student deletes the off-topic sentence.) *Reflective* — Deleting the off-topic sentence keeps the paragraph focused. Example: remove a sentence about the weather from a paragraph about planting seeds.

ANSWER KEY: One sentence is off-topic. · The sentence about a video game should be deleted. · It should go because it does not connect to the garden. · (Student deletes the off-topic sentence.) · Deleting the off-topic sentence keeps the paragraph focused. Example: remove a sentence about the weather from a paragraph about planting seeds.

(11)(C)(iv) · Revising: Deleting Ideas · Sheet 34 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

- (1) The garden gave the neighborhood fresh food.
- (2) Families shared the vegetables they grew.
- (3) My cousin has a new video game.
- (4) Everyone worked together to care for the plants.

Which sentence should be DELETED from the paragraph?

A Sentence 1

B Sentence 2

C Sentence 3

D Sentence 4

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: The garden gave the neighborhood fresh food. Now, (2) Families shared the vegetables they grew. (3) My cousin has a new video game. (4) Everyone worked together to care for the plants. Which sentence should be DELETED from the paragraph?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(iv) · Revising: Deleting Ideas · Sheet 34 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: C Sentence 3

WHY THIS IS CORRECT

Sentence 3 (“My cousin has a new video game”) is off-topic. Deleting it keeps the paragraph focused on the community garden.

WHY THE OTHER CHOICES ARE REVISION TRAPS

Sentences 1, 2, and 4 all describe the garden and the people caring for it — they belong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is C — Sentence 3. Sentence 3 (“My cousin has a new video game”) is off-topic. Deleting it keeps the paragraph focused on the community garden.”

▶ *Walk through why the other choices are weaker revisions.*

“Sentences 1, 2, and 4 all describe the garden and the people caring for it — they belong.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: C — Sentence 3

(11)(C)(iv) • Revising: Deleting Ideas · Sheet 34 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by combining ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I combine short, choppy sentences into one smooth sentence.

Combining ideas joins two related sentences so the writing flows and is not choppy.

This is a review — a good combined sentence keeps all the ideas and reads smoothly.

KEY IDEA

Revising by combining joins two short, related sentences into one smooth sentence — no choppy repeats.

WHERE IT APPEARS: “A Place to Grow” — a student’s draft about a community garden

This deck teaches **Revising: Combining Ideas** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Revising: Combining Ideas

⌚ ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is combining ideas — the standard says: ‘revise drafts by combining ideas for coherence.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: combining ideas — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Combining Ideas slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(v) • Revising: Combining Ideas • Sheet 35 of 36 • Cluster 8



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by combining ideas for coherence"

Which sentences are choppy?

Read the draft. Find two short sentences that could be joined.

"The garden was small. The garden was busy."

I CAN I notice choppy sentences that could be combined.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our revising eyes. Which sentences are choppy? Read the draft. Find two short sentences that could be joined."

▶ Read the sentences aloud, then give quiet think time before taking answers.

"Read this with me: 'The garden was small. The garden was busy.'"

▶ Have students point to or name the sentence that needs revising. We are only noticing today — not revising anything yet.

ANSWER KEY: The two choppy sentences both describe the garden.

(11)(C)(v) • Revising: Combining Ideas • Sheet 35 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — The two choppy sentences both describe the garden.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about — keep them anchored to "revising: combining ideas" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when revising: combining ideas is strong — it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by combining ideas for coherence"

Choose the best combination.

With support, choose the smoothest way to combine the two sentences.

(The garden was small, it was busy. / The garden was small but busy.)

I CAN I can choose the best combination, with support.

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Grade 3 • CLUSTER 8 • Revising • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose the smoothest way to combine the two sentences."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: (The garden was small, it was busy. / The garden was small but busy.)"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: The garden was small but busy. (smooth combination).

(11)(C)(v) • Revising: Combining Ideas • Sheet 35 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — The garden was small but busy. (smooth combination).

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by combining ideas for coherence"

Show your thinking.

Tell why the combined sentence is smoother and keeps the ideas.

"Kids planted seeds. Kids pulled weeds."

I CAN I can show why combining helps.



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. Tell why the combined sentence is smoother and keeps the ideas."

"Read this with me: 'Kids planted seeds. Kids pulled weeds.'"

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

ANSWER KEY: Combining keeps both actions (planting + weeding) in one smooth sentence.

(11)(C)(v) • Revising: Combining Ideas • Sheet 35 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — Combining keeps both actions (planting + weeding) in one smooth sentence.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by combining ideas for coherence"

Revise on your own.

Combine two short sentences into one smooth sentence — no word bank.

"The soil was rich. The soil was dark."**I CAN** I can combine ideas myself.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**"Read this one: 'The soil was rich. The soil was dark.' Combine two short sentences into one smooth sentence — no word bank."**

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: The soil was rich and dark. (combined).

(11)(C)(v) • Revising: Combining Ideas • Sheet 35 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — The soil was rich and dark. (combined).

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by combining ideas for coherence"

Evaluate and transfer.

Defend your combined sentence, then combine two short sentences in a draft of your own.

Explain why your combined sentence flows better. Then combine two choppy sentences in your own writing.

I CAN I can evaluate and combine ideas smoothly.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why your combined sentence flows better. Then combine two choppy sentences in your own writing."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The combined sentence keeps all the ideas and flows smoothly.
Example: "Kids planted seeds and pulled weeds together."

(11)(C)(v) • Revising: Combining Ideas • Sheet 35 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task.
Expected: an answer that matches — The combined sentence keeps all the ideas and flows smoothly. Example: "Kids planted seeds and pulled weeds together."

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **combining ideas** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(v) revise drafts by combining ideas for coherence	“The garden was small but busy.” <i>Two short sentences combined into one smooth sentence.</i>
MY OWN EXAMPLE: <i>Combine two short sentences about the garden into one smooth sentence.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet — 35 of 36 — and complete the (11)(C)(v) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

🕒 ~5 min

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

“Now it’s time to make this thinking your own.”

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student’s own example should match the standard — Two short sentences combined into one smooth sentence.

(11)(C)(v) · Revising: Combining Ideas · Sheet 35 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student’s own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

“Does my example have to be about the passage?” No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student’s cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

The two choppy sentences both describe the garden.



CHOOSE
Tuesday

The garden was small but busy. (smooth combination).



SHOW
Wednesday

Combining keeps both actions (planting + weeding) in one smooth sentence.



OWN
Thursday

The soil was rich and dark. (combined).



DEFEND
Friday

The combined sentence keeps all the ideas and flows smoothly. Example: “Kids planted seeds and pulled weeds together.”

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational — The two choppy sentences both describe the garden. *Emergent* — The garden was small but busy. (smooth combination). *Visible* — Combining keeps both actions (planting + weeding) in one smooth sentence. *Independent* — The soil was rich and dark. (combined). *Reflective* — The combined sentence keeps all the ideas and flows smoothly. Example: “Kids planted seeds and pulled weeds together.”

ANSWER KEY: The two choppy sentences both describe the garden. · The garden was small but busy. (smooth combination). · Combining keeps both actions (planting + weeding) in one smooth sentence. · The soil was rich and dark. (combined). · The combined sentence keeps all the ideas and flows smoothly. Example: “Kids planted seeds and pulled weeds together.”

(11)(C)(v) · Revising: Combining Ideas · Sheet 35 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

- (2) The garden was small.
(3) The garden was busy.

What is the **BEST** way to combine sentences 2 and 3?

- A** The garden was small but busy.
- B** The garden was small, it was busy.
- C** The garden was small and the garden was busy.
- D** The garden was small. Was busy.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: The garden was small. Now, (3) The garden was busy. What is the BEST way to combine sentences 2 and 3?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(v) · Revising: Combining Ideas · Sheet 35 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: A The garden was small but busy.

WHY THIS IS CORRECT

The best way to combine the sentences smoothly is: **The garden was small but busy.**

WHY THE OTHER CHOICES ARE REVISION TRAPS

B joins them with only a comma (a comma splice). C repeats *the garden* and sounds clunky. D leaves a fragment.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

🕒 ~2 min

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

“Here’s the payoff: the correct answer is A — The garden was small but busy. The best way to combine the sentences smoothly is: The garden was small but busy.”

▶ *Walk through why the other choices are weaker revisions.*

“B joins them with only a comma (a comma splice). C repeats the garden and sounds clunky. D leaves a fragment.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: A — The garden was small but busy.

(11)(C)(v) · Revising: Combining Ideas · Sheet 35 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by rearranging ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise my writing, I put the ideas in an order that makes sense.

Rearranging ideas means moving a sentence so events or steps are in the right order.

This is a review — order words (first, next, then, finally) help me check the order.

KEY IDEA

Revising by rearranging moves a sentence so the ideas are in an order the reader can follow.

WHERE IT APPEARS: “A Place to Grow” — a student’s draft about a community garden

This deck teaches **Revising: Rearranging Ideas** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Revising: Rearranging Ideas

⌚ ~2 min

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

“Have you ever read your own writing and felt like a sentence — or a whole paragraph — just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is rearranging ideas — the standard says: ‘revise drafts by rearranging ideas for coherence.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week — NOTICE, CHOOSE, SHOW, OWN, and DEFEND — and by Friday you’ll be able to defend your own revision.”

ANSWER KEY: Week focus: rearranging ideas — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Revising: Rearranging Ideas slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(vi) • Revising: Rearranging Ideas • Sheet 36 of 36 • Cluster 8



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for coherence"

Which sentence is out of order?

Read all three sentences. Find the ONE that is in the wrong place.

- (1) Finally, they picked the ripe tomatoes.
- (2) First, they planted the seeds.
- (3) Then the small plants grew tall.

I CAN I notice a sentence that is out of order.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

⌚ ~2 min

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

"Let's warm up our revising eyes. Which sentence is out of order? Read all three sentences. Find the ONE that is in the wrong place."

▶ Read the sentences aloud, then give quiet think time before taking answers.

"Read this with me: (1) Finally, they picked the ripe tomatoes. (2) First, they planted the seeds. (3) Then the small plants grew tall."

▶ Have students point to or name the sentence that needs revising. We are only noticing today — not revising anything yet.

ANSWER KEY: The sentence starting with Finally is out of order.

(11)(C)(vi) • Revising: Rearranging Ideas • Sheet 36 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — The sentence starting with Finally is out of order.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about — keep them anchored to "revising: rearranging ideas" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when revising: rearranging ideas is strong — it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.



TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for coherence"

Choose the right spot.

With support, choose where the out-of-order sentence belongs.

A sentence that starts with (Finally) should go (last).

I CAN I can choose the right order, with support.



TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday •
Emergent (Developing)

🕒 ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision — with support. With support, choose where the out-of-order sentence belongs."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: A sentence that starts with (Finally) should go (last)."

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: A Finally sentence should go last.

(11)(C)(vi) • Revising: Rearranging Ideas • Sheet 36 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — A Finally sentence should go last.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing — have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud — the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for coherence"

Show your thinking.

Tell how order words show where a sentence belongs.

"First, they dug. Then they planted. Finally, they watered."

I CAN I can show how to order ideas.



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. Tell how order words show where a sentence belongs."

"Read this with me: 'First, they dug. Then they planted. Finally, they watered.'"

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

ANSWER KEY: Order words (first, then, finally) show the sequence.

(11)(C)(vi) • Revising: Rearranging Ideas • Sheet 36 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches — Order words (first, then, finally) show the sequence.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for coherence"

Revise on your own.

Number the sentences in the order they should go — no word bank.

Put in order: Finally... / First... / Then...**I CAN** I can rearrange ideas myself.**TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)**

~4 min

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

"Real writers do this every single day — they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**"Read this one: Put in order: Finally... / First... / Then... Number the sentences in the order they should go — no word bank."**

► No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: First → Then → Finally.

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CHECK FOR UNDERSTANDINGAsk a student to explain their answer for today's own task.
Expected: an answer that matches — First → Then → Finally.**COMMON MISCONCEPTION**

Students may revise something that was already strong, or leave the weak part untouched — have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence — if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for coherence"

Evaluate and transfer.

Defend your new order, then fix the order in a draft of your own.

Explain why your order makes sense. Then reorder the steps in one of your own paragraphs.

I CAN I can evaluate and rearrange ideas for order.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was better — you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why your order makes sense. Then reorder the steps in one of your own paragraphs."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Putting the Finally sentence last makes the order clear. Example: "First they planted seeds, then the plants grew, and finally they picked the vegetables."

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CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — Putting the Finally sentence last makes the order clear. Example: "First they planted seeds, then the plants grew, and finally they picked the vegetables."

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule — require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do — note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder — stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **rearranging ideas** row on your Standards Sweep Revising Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(vi) revise drafts by rearranging ideas for coherence	First → Then → Finally (steps in the order they happened). <i>Order words show where each sentence belongs.</i>
MY OWN EXAMPLE: <i>Write three sentences about growing a plant in the right order, using first, then, and finally.</i>	

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

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

🕒 ~5 min

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

“Now it’s time to make this thinking your own.”

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet — recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student’s own example should match the standard —

(11)(C)(vi) · Revising: Rearranging Ideas · Sheet 36 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student’s own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

“Does my example have to be about the passage?” No — any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student’s cognitive address for this skill; use it to plan the next move.

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

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE

Monday

The sentence starting with *Finally* is out of order.



CHOOSE

Tuesday

A *Finally* sentence should go last.



SHOW

Wednesday

Order words (first, then, finally) show the sequence.



OWN

Thursday

First → Then → Finally.



DEFEND

Friday

Putting the *Finally* sentence last makes the order clear. Example: “First they planted seeds, then the plants grew, and finally they picked the vegetables.”

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational — The sentence starting with *Finally* is out of order. *Emergent* — A *Finally* sentence should go last. *Visible* — Order words (first, then, finally) show the sequence. *Independent* — First → Then → Finally. *Reflective* — Putting the *Finally* sentence last makes the order clear. Example: “First they planted seeds, then the plants grew, and finally they picked the vegetables.”

ANSWER KEY: The sentence starting with *Finally* is out of order. · A *Finally* sentence should go last. · Order words (first, then, finally) show the sequence. · First → Then → Finally. · Putting the *Finally* sentence last makes the order clear. Example: “First they planted seeds, then the plants grew, and finally they picked the vegetables.”

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CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment — restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is *Visible*-level work — students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

- (1) Finally, they picked the ripe tomatoes.
- (2) First, they planted the seeds.
- (3) Then the small plants grew tall.

Where should sentence 1 be moved so the events are in order?

- A To the end, after sentence 3
- B Leave it where it is
- C Before sentence 2
- D Delete sentence 1

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test — and once you can choose the strongest revision, you’re the one in control. Read the sentence: Finally, they picked the ripe tomatoes. Now, (2) First, they planted the seeds. (3) Then the small plants grew tall. Where should sentence 1 be moved so the events are in order?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

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CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place — only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is weaker — that pushes toward Reflective.

Correct answer: A To the end, after sentence 3

WHY THIS IS CORRECT

Sentence 1 begins with *Finally*, so it tells what happened last. Moving it to the end puts the events in the right order.

WHY THE OTHER CHOICES ARE REVISION TRAPS

B leaves the events out of order. C keeps *Finally* near the beginning, which is confusing. D removes an important step.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is A — To the end, after sentence 3. Sentence 1 begins with Finally, so it tells what happened last. Moving it to the end puts the events in the right order.”

▶ *Walk through why the other choices are weaker revisions.*

“B leaves the events out of order. C keeps Finally near the beginning, which is confusing. D removes an important step.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: A — To the end, after sentence 3

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CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always — that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.