

# WRITING

One Topic, Different Writing Jobs: Recognizing When Narrative Fits

PREPARE Cluster • Module 1

## STUDENT LEARNING OBJECTIVE

Students will use topic, purpose, and audience to decide that narrative is the best response genre, then plan and develop a short narrative using TRAILS.

## TEKS — Writing Process & Writing Genre

- 11(A)(i)** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
- 12(A)(i)** Compose literary texts, such as personal narratives, using genre characteristics.
- 12(A)(ii)** Compose literary texts, such as personal narratives, using craft.

## ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(D)(i)** (Language Structures / Syntax) Write using a variety of grade-appropriate sentence lengths.
- 4(D)(iii)** (Connecting Words) Write using a variety of grade-appropriate connecting words.
- 4(F)(i)** (Purposeful Writing) Write to narrate, describe, explain, respond, or persuade with detail in the content areas.

## I WILL...

- I will name the topic, purpose, and audience before I choose a genre.
- I will decide when narrative is the best genre for a writing job.
- I will use TRAILS to develop an experience instead of listing events.
- I will write a short narrative that a reader can follow.

## I CAN...

- I can tell whether narrative fits a writing job.
- I can separate the passage genre from the response genre.
- I can find the TRAILS elements in a narrative.
- I can plan and write a short narrative.



## NOTICE — Foundational

### TASK

A writer received a job. **Point to the plan that is ready to write.**

### EXAMPLE

**Plan A:** shells... museums... my notebook

**Plan B:** Topic: the traveling shell • Purpose: let readers feel the mystery • Audience: my class • Genre: narrative



### YOUR TURN

Point to the plan that shows a clear writing job. What makes it ready?



## CHOOSE — Emergent

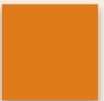
### TASK

The purpose is to let readers **experience Emsy's discovery**. Circle the genre that fits.

### EXAMPLE

narrative      poem      how-to list

Ask: which one lets the reader \*live\* the moment the shell is found?



### YOUR TURN

Circle the best genre. Whisper to a partner why it fits the purpose.



## SHOW — Visible

### TASK

**Draw a line** from each detail in the shell mystery to its TRAILS part.

### EXAMPLE

“Emsy knelt beside the display case at the museum.” → Setting

“Why would a seashell be here?” → the question that pulls us in

“That is much too far for a shell to roll by itself.” → Important moment



### YOUR TURN

Match each detail to the TRAILS part it shows, then explain one match aloud.



## OWN — Independent

### TASK

You find a mysterious object where it does not belong. **Plan a short narrative.**

### EXAMPLE

Topic: \_\_\_\_\_ Setting: \_\_\_\_\_

Important moment: \_\_\_\_\_ Lasting effect: \_\_\_\_\_



### YOUR TURN

Fill in your plan. Then tell it to a partner before you write.



## DEFEND — Reflective

### TASK

**Prove** narrative was the right genre for this writing job.

### EXAMPLE

Finish it: “Narrative fits because the purpose was to \_\_\_\_\_,  
and a story lets the reader \_\_\_\_\_.”



### YOUR TURN

Finish the sentence out loud. Then name one more writing job where narrative would fit.

# Thinking-Levels Chart

How this concept grows across the five RPLD levels

Apply the module's focus at each level of thinking — from noticing to defending.



**NOTICE**  
Foundational

A ready plan names the topic, purpose, audience, and genre.

**The Writing Job**  
*What makes a plan ready?*



**CHOOSE**  
Emergent

Narrative fits when the purpose is to let readers live an experience.

**Choosing the Genre**  
*Which genre fits?*



**SHOW**  
Visible

Each detail fits a TRAILS part — Topic, Relationship, Actions, Important moment, Lesson, Setting.

**Matching to TRAILS**  
*Which TRAILS part is this?*



**OWN**  
Independent

I can plan my own narrative — a topic, a setting, an important moment, and a lasting effect.

**Planning My Own**  
*What is my plan?*



**DEFEND**  
Reflective

Narrative fits because the purpose is to share an experience the reader can feel.

**Defending the Choice**  
*Why does narrative fit?*

Write your response — keep it short

PREPARE Cluster • Module 1

YOUR WRITING TASK

**Read the writing prompt below. Name the GENRE you would write, and give ONE reason it fits the topic, purpose, and audience.**

*You are not writing the whole piece — just the genre you would choose and why.*

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# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

PREPARE Cluster • Module 1

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

Names a genre.



## CHOOSE

Emergent

Names a genre and gives a general reason.



## SHOW

Visible

Names a genre that fits and gives a clear reason.



## OWN

Independent

Names the best-fitting genre and ties the reason to the purpose or audience.



## DEFEND

Reflective

Explains why that genre fits better than another choice would.

# WRITING

## Brainstorming — Finding Ideas for Your Narrative

PREPARE Cluster • Module 2

### STUDENT LEARNING OBJECTIVE

Students will brainstorm several small moments or ideas for a narrative before choosing one to write.

### TEKS — Writing Process & Writing Genre

- 11(A)(i)** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
- 12(A)(i)** Compose literary texts, such as personal narratives, using genre characteristics.
- 12(A)(ii)** Compose literary texts, such as personal narratives, using craft.

### ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(D)(i)** (Language Structures / Syntax) Write using a variety of grade-appropriate sentence lengths.
- 4(D)(iii)** (Connecting Words) Write using a variety of grade-appropriate connecting words.
- 4(F)(i)** (Purposeful Writing) Write to narrate, describe, explain, respond, or persuade with detail in the content areas.

## I WILL...

- I will list several small moments I could write about.
- I will look for a moment that has a story in it.
- I will choose one idea to grow into a narrative.
- I will remember that brainstorming is for ideas, not finished writing.

## I CAN...

- I can brainstorm a list of ideas.
- I can spot a moment worth writing about.
- I can choose one idea to write.
- I can tell why my idea is a good one.



## NOTICE — Foundational

### TASK

A writer began two ways. **Point to the brainstorm — the list of possible ideas.**

### EXAMPLE

**A:** a neat, finished paragraph about a shell

**B:** shell on the beach... shell in my backpack?... where did it come from?



### YOUR TURN

Point to the idea list. A brainstorm is a pile of possible ideas, not a finished story.



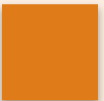
## CHOOSE — Emergent

### TASK

With support, choose the moment that has the most to tell.

### EXAMPLE

( I found a shell. / The shell was back in my backpack — but I left it on the beach! )



### YOUR TURN

Choose the idea a reader would want to follow — the one with a little mystery in it.



## SHOW — Visible

### TASK

Tell what makes a moment worth writing about.

### EXAMPLE

“The shell kept showing up in places I never put it.”



### YOUR TURN

Underline the part of the idea that makes you curious.



## OWN — Independent

### TASK

List three small moments you could turn into a narrative — no story yet, just ideas.

### EXAMPLE

Moment 1: \_\_\_\_\_ • Moment 2: \_\_\_\_\_ • Moment 3: \_\_\_\_\_



### YOUR TURN

Write three small moments you could write about.



## DEFEND — Reflective

### TASK

Choose your best idea and explain why it beats the others.

### EXAMPLE

“I would write about the shell in my backpack because it makes the reader ask, ‘How did it get there?’”



### YOUR TURN

Tell why your chosen moment is the best one to write.

# Thinking-Levels Chart

Slide 8 of 10

How this concept grows across the five RPLD levels

PREPARE Cluster • Module 2

*Apply the module's focus at each level of thinking — from noticing to defending.*



## NOTICE

Foundational

A brainstorm is a list of possible ideas, not a finished story.

### Spotting a Brainstorm

*What is a brainstorm?*



## CHOOSE

Emergent

The best idea has a little mystery — something that makes the reader ask a question.

### Picking an Idea

*Which idea has a story in it?*



## SHOW

Visible

A moment is worth writing when it makes the reader curious.

### Why It Works

*What makes it interesting?*



## OWN

Independent

I can brainstorm three small moments of my own.

### My Brainstorm

*What are my ideas?*



## DEFEND

Reflective

I choose the moment that gives the reader the most to wonder about.

### Defending My Pick

*Why is this one best?*

Write your response — keep it short

PREPARE Cluster • Module 2

YOUR WRITING TASK

**Brainstorm three small moments you could turn into a narrative. Circle the one you would write, and tell why in one line.**

*Just ideas — you are not writing the story yet.*

# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

PREPARE Cluster • Module 2

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

Lists one idea.



## CHOOSE

Emergent

Lists two or three ideas.



## SHOW

Visible

Lists ideas and circles one.



## OWN

Independent

Circles a moment and gives a reason.



## DEFEND

Reflective

Explains why the chosen moment is better than the others.

# WRITING

## Freewriting — Getting the Story Out

PREPARE Cluster • Module 3

### STUDENT LEARNING OBJECTIVE

Students will freewrite about their chosen moment to discover details before drafting.

### TEKS — Writing Process & Writing Genre

- 11(A)(i)** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
- 12(A)(i)** Compose literary texts, such as personal narratives, using genre characteristics.
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### ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(D)(i)** (Language Structures / Syntax) Write using a variety of grade-appropriate sentence lengths.
- 4(D)(iii)** (Connecting Words) Write using a variety of grade-appropriate connecting words.
- 4(F)(i)** (Purposeful Writing) Write to narrate, describe, explain, respond, or persuade with detail in the content areas.

## I WILL...

- I will freewrite about my moment without stopping.
- I will keep my pencil moving even when I feel stuck.
- I will not worry about spelling while I freewrite.
- I will find new details I did not know I had.

## I CAN...

- I can freewrite about my idea.
- I can keep writing when I feel stuck.
- I can find a detail through freewriting.
- I can choose a detail to keep.



## NOTICE — Foundational

### TASK

One writer freewrote; one stopped to fix every word. **Point to the freewrite.**

### EXAMPLE

**A:** the shell was cold and wet and I wonder how it and then I saw...

**B:** The shell was cold. (erased) The shell was wet.



### YOUR TURN

Point to the freewrite — the writing that keeps flowing without stopping to fix.



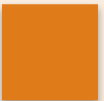
## CHOOSE — Emergent

### TASK

With support, choose what a writer does when they feel stuck.

### EXAMPLE

( stop and erase / keep writing, even 'I don't know what to say' )



### YOUR TURN

Choose what keeps a freewrite going.



## SHOW — Visible

### TASK

Freewriting helps you discover details you did not plan.

### EXAMPLE

“...and it smelled like the ocean, which reminded me of the morning I found it...”



### YOUR TURN

Underline a detail the freewrite discovered.



## OWN — Independent

### TASK

Freewrite for two minutes about your moment — keep your pencil moving.

### EXAMPLE

Start with: “The shell...” and do not stop.



### YOUR TURN

Write for two minutes without stopping. Do not fix spelling yet.



## DEFEND — Reflective

### TASK

Choose the best detail from your freewrite and say why you will keep it.

### EXAMPLE

“I will keep ‘it smelled like the ocean’ because it puts the reader on the beach with me.”



### YOUR TURN

Tell which detail you will keep and why.

# Thinking-Levels Chart

Slide 8 of 10

How this concept grows across the five RPLD levels

PREPARE Cluster • Module 3

*Apply the module's focus at each level of thinking — from noticing to defending.*



## NOTICE

Foundational

Freewriting keeps flowing without stopping to fix spelling.

### Spotting a Freewrite

*What is freewriting?*



## CHOOSE

Emergent

When I feel stuck, I keep writing — even “I don’t know what to say.”

### Keeping Going

*What do I do when stuck?*



## SHOW

Visible

Freewriting uncovers details I did not plan.

### Finding a Detail

*What did I discover?*



## OWN

Independent

I can freewrite for two minutes without stopping.

### My Freewrite

*What flows when I don’t stop?*



## DEFEND

Reflective

I keep the detail that puts the reader inside the moment.

### Choosing a Keeper

*Which detail is worth keeping?*

Write your response — keep it short

PREPARE Cluster • Module 3

## YOUR WRITING TASK

**Freewrite for two minutes about your moment. Keep your pencil moving — do not worry about spelling. Then underline your favorite detail.**

*The goal is to keep going and discover details, not to be perfect.*

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# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

PREPARE Cluster • Module 3

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

Writes a few words.



## CHOOSE

Emergent

Writes a sentence or two.



## SHOW

Visible

Writes without stopping and finds a detail.



## OWN

Independent

Fills the time with connected ideas.



## DEFEND

Reflective

Picks the strongest detail and explains why it matters.

# WRITING

## Mapping — Planning Your Narrative with TRAILS

PREPARE Cluster • Module 4

### STUDENT LEARNING OBJECTIVE

Students will map a narrative with TRAILS before drafting, so the story has all its parts.

### TEKS — Writing Process & Writing Genre

- 11(A)(i)** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
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### ELPS Breakouts

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- 4(F)(i)** (Purposeful Writing) Write to narrate, describe, explain, respond, or persuade with detail in the content areas.

## I WILL...

- I will map my narrative with TRAILS before I draft.
- I will name the Important Moment — the heart of my story.
- I will include a Setting, Actions, and a Lesson.
- I will use my map to keep my story on track.

## I CAN...

- I can name the TRAILS parts.
- I can find the Important Moment.
- I can fill a TRAILS map for my story.
- I can tell why my Important Moment matters.



## NOTICE — Foundational

### TASK

One page is a TRAILS map; one is a finished draft. **Point to the map.**

### EXAMPLE

**A:** Topic \_\_ Relationship \_\_ Actions \_\_ Important Moment \_\_ Lesson \_\_ Setting \_\_

**B:** Once upon a morning, Emsy walked to the beach and...



### YOUR TURN

Point to the TRAILS map — the plan with a spot for each story part.



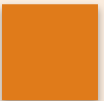
## CHOOSE — Emergent

### TASK

With support, match a detail to its TRAILS letter.

### EXAMPLE

“the beach at sunrise” is the story’s ( Setting / Actions )



### YOUR TURN

Choose the TRAILS part that fits the detail.



## SHOW — Visible

### TASK

Find the I in TRAILS — the moment that matters most.

### EXAMPLE

A short plan where the shell reappears for the third time.



### YOUR TURN

Underline the Important Moment in the plan.



## OWN — Independent

### TASK

Fill a TRAILS map for your narrative — one line for each part.

### EXAMPLE

Topic • Relationship • Actions • Important Moment • Lesson • Setting



### YOUR TURN

Write one line for each of the six TRAILS parts.



## DEFEND — Reflective

### TASK

Explain why your Important Moment is the heart of your story.

### EXAMPLE

“My Important Moment is when the shell appears in my backpack, because that is the mystery the whole story is about.”



### YOUR TURN

Tell why your Important Moment matters most.

# Thinking-Levels Chart

Slide 8 of 10

How this concept grows across the five RPLD levels

PREPARE Cluster • Module 4

Apply the module's focus at each level of thinking — from noticing to defending.



## NOTICE

Foundational

A TRAILS map is a plan with a spot for each story part, not a draft.

### Spotting the Map

*What is a story map?*



## CHOOSE

Emergent

Each detail matches a TRAILS part — for example, “the beach at sunrise” is the Setting.

### Naming a Part

*Which TRAILS part is this?*



## SHOW

Visible

The Important Moment (the I) is the moment the whole story is about.

### The Important Moment

*What moment matters most?*



## OWN

Independent

I can fill in all six TRAILS parts for my own narrative.

### My Map

*What goes in each part?*



## DEFEND

Reflective

My Important Moment is the heart because the whole story leads to it.

### Defending My Map

*Why does this moment matter?*

Write your response — keep it short

PREPARE Cluster • Module 4

YOUR WRITING TASK

Map your narrative with TRAILS. Write one line for each part: Topic, Relationship, Actions, Important moment, Lesson, and Setting.

*TRAILS = Topic, Relationship, Actions, Important moment, Lesson, Setting.*

# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

PREPARE Cluster • Module 4

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

Names one TRAILS part.



## CHOOSE

Emergent

Names two or three parts.



## SHOW

Visible

Fills in most of the map.



## OWN

Independent

Fills in all six TRAILS parts.



## DEFEND

Reflective

Explains why the Important Moment is the heart of the story.

# WRITING

## Who and Why — Finding Your Purpose and Audience

Cluster 1 • Module 1

### STUDENT LEARNING OBJECTIVE

Students will decide the purpose and audience for a writing topic — the first planning step — before selecting a genre for a first draft.

### TEKS — Writing Process & Writing Genre

- 11(A)(i)** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
- 12(B)(i)** Compose informational texts using genre characteristics and craft.

### ELPS Breakouts

- 5(B)** (Newly Acquired Vocabulary) Write using newly acquired basic vocabulary.
- 5(G)** (Narrate, Describe, Explain) Narrate, describe, and explain in writing.

## I WILL...

- I will name the topic I want to write about.
- I will decide WHO my writing is for (my audience).
- I will decide WHY I am writing (my purpose).
- I will use my purpose and audience to help me plan.

## I CAN...

- I can tell who a piece of writing is for.
- I can tell why a piece of writing was made.
- I can name the audience and the purpose together.
- I can set the purpose and audience for my own topic.



## NOTICE — Foundational

### TASK

Two notes are about the SAME class garden. **Point to the one written for the principal.**

### EXAMPLE

**Note A:** “Hey! Our garden is SO cool, come see it!”

**Note B:** “Dear Principal Lee, our class would like to invite you to visit our garden.”



### YOUR TURN

Point to the note written for the principal. The audience — who it's for — changes the words a writer chooses.



## CHOOSE — Emergent

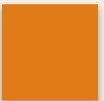
### TASK

With support, choose WHY this piece was written.

### EXAMPLE

A piece that teaches facts: “Bees carry pollen from flower to flower.”

Purpose: ( to make you laugh / to explain how something works )



### YOUR TURN

Choose the purpose that fits a piece that teaches facts about the garden.



## SHOW — Visible

### TASK

Name the AUDIENCE and the PURPOSE of this piece.

### EXAMPLE

A poster in the hallway: “Come help plant seeds this Friday after school!”



### YOUR TURN

Write who this poster is for, and why it was made.



## OWN — Independent

### TASK

Pick your own topic. Decide your audience and your purpose — no word bank.

### EXAMPLE

Topic: our class garden

Audience: new students

Purpose: to explain what we grow



### YOUR TURN

Choose a topic and write your own audience and purpose.



## DEFEND — Reflective

### TASK

Explain WHY your audience and purpose fit your topic.

### EXAMPLE

“I chose new students because they don't know our garden yet, so my purpose is to explain what we grow.”



### YOUR TURN

Tell why your audience and purpose fit your topic. Then a partner checks your thinking.

# Thinking-Levels Chart

How this concept grows across the five RPLD levels

Apply the module's focus at each level of thinking — from noticing to defending.

|                                                                                     |                               |                                                                                    |                                                  |
|-------------------------------------------------------------------------------------|-------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------|
|    | <b>NOTICE</b><br>Foundational | The audience is who will read the writing — it changes the words a writer chooses. | <b>The Audience</b><br><i>Who is it for?</i>     |
|    | <b>CHOOSE</b><br>Emergent     | A piece that teaches facts has the purpose to explain how something works.         | <b>The Purpose</b><br><i>Why was it written?</i> |
|    | <b>SHOW</b><br>Visible        | Every piece has both an audience (who) and a purpose (why).                        | <b>Who + Why</b><br><i>Who and why?</i>          |
|   | <b>OWN</b><br>Independent     | I can set my own topic, audience, and purpose before I write.                      | <b>My Plan</b><br><i>What is my plan?</i>        |
|  | <b>DEFEND</b><br>Reflective   | My audience and purpose fit because they match what my topic needs.                | <b>Justify</b><br><i>Why does it fit?</i>        |

Write your response — keep it short

Cluster 1 • Module 1

## YOUR WRITING TASK

**Pick a topic you would like to write about. In 2-3 lines, write WHO you are writing for (your audience) and WHY you are writing (your purpose).**

*You do not have to write the whole piece yet — just your audience and your purpose.*

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# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

Cluster 1 • Module 1

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

Names a topic to write about.



## CHOOSE

Emergent

Names a topic and either an audience OR a purpose.



## SHOW

Visible

Names a topic, an audience, AND a purpose.



## OWN

Independent

Chooses an audience and purpose that clearly fit the topic.



## DEFEND

Reflective

Explains WHY the audience and purpose fit the topic.

# WRITING

## Brainstorming — Gathering Facts for Your Topic

Cluster 1 • Module 2

### STUDENT LEARNING OBJECTIVE

Students will brainstorm facts and details about a topic before writing an informational piece.

### TEKS — Writing Process & Writing Genre

- 11(A)(i)** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
- 12(B)(i)** Compose informational texts using genre characteristics and craft.

### ELPS Breakouts

- 5(B)** (Newly Acquired Vocabulary) Write using newly acquired basic vocabulary.
- 5(G)** (Narrate, Describe, Explain) Narrate, describe, and explain in writing.

## I WILL...

- I will gather facts I know about my topic.
- I will look for facts that teach or explain.
- I will choose the facts that help my reader most.
- I will remember that a brainstorm is a list, not a finished piece.

## I CAN...

- I can brainstorm a list of facts.
- I can spot a fact that teaches.
- I can choose the most useful facts.
- I can tell why a fact helps my reader.



## NOTICE — Foundational

### TASK

A writer began two ways. **Point to the fact list — the gathered ideas.**

### EXAMPLE

**A:** a finished paragraph about the garden

**B:** bees carry pollen... seeds need water... roots grow down



### YOUR TURN

Point to the fact list. A brainstorm gathers facts; it is not a finished paragraph.



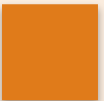
## CHOOSE — Emergent

### TASK

With support, choose the fact that teaches the most.

### EXAMPLE

( Gardens are green. / Bees carry pollen so the plants can make seeds. )



### YOUR TURN

Choose the fact that explains how something works.



## SHOW — Visible

### TASK

Tell what makes a fact useful for informational writing.

### EXAMPLE

“Roots grow down to reach water.”



### YOUR TURN

Underline the part of the fact that teaches the reader something.



## OWN — Independent

### TASK

List three facts you know about your topic — just a list, no paragraph.

### EXAMPLE

Fact 1: \_\_\_\_\_ • Fact 2: \_\_\_\_\_ • Fact 3: \_\_\_\_\_



### YOUR TURN

Write three facts about your topic.



## DEFEND — Reflective

### TASK

Choose your most useful fact and explain why it teaches the most.

### EXAMPLE

“I would use ‘bees carry pollen’ because it explains how the garden makes new plants.”



### YOUR TURN

Tell why your chosen fact teaches the reader the most.

# Thinking-Levels Chart

How this concept grows across the five RPLD levels

Apply the module's focus at each level of thinking — from noticing to defending.

|                                                                                     |                               |                                                             |                                                              |
|-------------------------------------------------------------------------------------|-------------------------------|-------------------------------------------------------------|--------------------------------------------------------------|
|    | <b>NOTICE</b><br>Foundational | A brainstorm gathers facts; it is not a finished paragraph. | <b>Spotting a Fact List</b><br><i>What is a brainstorm?</i>  |
|    | <b>CHOOSE</b><br>Emergent     | The most useful fact teaches how or why something works.    | <b>Picking a Fact</b><br><i>Which fact teaches the most?</i> |
|    | <b>SHOW</b><br>Visible        | A fact helps when it explains something to the reader.      | <b>Why It Helps</b><br><i>What does the fact teach?</i>      |
|   | <b>OWN</b><br>Independent     | I can list three facts about my own topic.                  | <b>My Facts</b><br><i>What facts do I know?</i>              |
|  | <b>DEFEND</b><br>Reflective   | I choose the fact that teaches the reader the most.         | <b>Defending My Fact</b><br><i>Why is this fact best?</i>    |

Write your response — keep it short

Cluster 1 • Module 2

YOUR WRITING TASK

**Brainstorm three facts you know about your topic. Circle the one that teaches the most, and tell why in one line.**

*Just a list of facts — you are not writing the paragraph yet.*

# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

Cluster 1 • Module 2

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

Lists one fact.



## CHOOSE

Emergent

Lists two or three facts.



## SHOW

Visible

Lists facts and circles one.



## OWN

Independent

Circles a fact and gives a reason.



## DEFEND

Reflective

Explains why the chosen fact teaches the reader the most.

# WRITING

## Choosing the Genre — When Informational Writing Fits

Cluster 1 • Module 3

### STUDENT LEARNING OBJECTIVE

Students will choose informational writing when the purpose is to explain or teach with facts.

### TEKS — Writing Process & Writing Genre

- 11(A)(i)** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
- 12(B)(i)** Compose informational texts using genre characteristics and craft.

### ELPS Breakouts

- 5(B)** (Newly Acquired Vocabulary) Write using newly acquired basic vocabulary.
- 5(G)** (Narrate, Describe, Explain) Narrate, describe, and explain in writing.

## I WILL...

- I will decide what my writing job is asking for.
- I will choose informational writing when the job is to teach or explain.
- I will look for clues that a piece is informational.
- I will match my genre to my purpose.

## I CAN...

- I can tell an informational piece from a story.
- I can match a purpose to a genre.
- I can find clues that a piece is informational.
- I can choose the genre that fits my job.



## NOTICE — Foundational

### TASK

One piece teaches facts; one tells a story. **Point to the informational piece.**

### EXAMPLE

**A:** “One morning, Mia raced to the garden and gasped...”

**B:** “A garden needs sunlight, water, and rich soil to grow.”



### YOUR TURN

Point to the informational piece — the one that teaches facts.



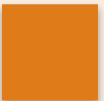
## CHOOSE — Emergent

### TASK

With support, choose the genre that fits when the job is to explain.

### EXAMPLE

Purpose: to teach how a garden grows. Genre: ( a story / an informational piece )



### YOUR TURN

Choose the genre that fits a purpose to explain or teach.



## SHOW — Visible

### TASK

Tell what shows a piece is informational.

### EXAMPLE

“First, plant the seeds. Next, water them. Roots grow down to reach the water.”



### YOUR TURN

Underline a clue that shows the piece is informational (a fact or an explaining word).



## OWN — Independent

### TASK

Decide the best genre for your own topic and purpose — no word bank.

### EXAMPLE

Topic: our class garden • Purpose: to teach how it grows



### YOUR TURN

Name the genre you would choose and one reason it fits.



## DEFEND — Reflective

### TASK

Explain why informational writing fits a purpose to teach.

### EXAMPLE

“Informational fits because my job is to teach facts, not to tell a story.”



### YOUR TURN

Tell why informational writing fits your job better than a story would.

# Thinking-Levels Chart

How this concept grows across the five RPLD levels

Apply the module's focus at each level of thinking — from noticing to defending.

|                                                                                     |                               |                                                                      |                                                                   |
|-------------------------------------------------------------------------------------|-------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------|
|    | <b>NOTICE</b><br>Foundational | An informational piece teaches facts; a story tells what happened.   | <b>Spotting the Genre</b><br><i>Which piece is informational?</i> |
|    | <b>CHOOSE</b><br>Emergent     | When the purpose is to teach or explain, informational writing fits. | <b>Matching the Genre</b><br><i>Which genre fits the purpose?</i> |
|    | <b>SHOW</b><br>Visible        | Facts and explaining words are clues that a piece is informational.  | <b>Genre Clues</b><br><i>What shows it is informational?</i>      |
|   | <b>OWN</b><br>Independent     | I can choose the genre that fits my own topic and purpose.           | <b>My Choice</b><br><i>What genre fits my job?</i>                |
|  | <b>DEFEND</b><br>Reflective   | Informational fits when the job is to teach facts, not tell a story. | <b>Defending the Genre</b><br><i>Why does informational fit?</i>  |

Write your response — keep it short

Cluster 1 • Module 3

## YOUR WRITING TASK

**Read your writing job. Name the genre you would choose and give one reason it fits the purpose.**

*Ask: is my job to TEACH facts, or to TELL a story?*

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# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

Cluster 1 • Module 3

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

Names a genre.



## CHOOSE

Emergent

Names a genre and gives a general reason.



## SHOW

Visible

Names the genre that fits and gives a clear reason.



## OWN

Independent

Names the best-fitting genre and ties the reason to the purpose.



## DEFEND

Reflective

Explains why that genre fits better than another choice would.

# WRITING

## Mapping — Planning Your Informational Response

Cluster 1 • Module 4

### STUDENT LEARNING OBJECTIVE

Students will map an informational response — a topic sentence, supporting facts, and a closing — before drafting.

### TEKS — Writing Process & Writing Genre

- 11(A)(i)** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
- 12(B)(i)** Compose informational texts using genre characteristics and craft.

### ELPS Breakouts

- 5(B)** (Newly Acquired Vocabulary) Write using newly acquired basic vocabulary.
- 5(G)** (Narrate, Describe, Explain) Narrate, describe, and explain in writing.

## I WILL...

- I will map my informational piece before I draft.
- I will write a topic sentence that names my subject.
- I will choose facts that support my topic.
- I will end with a closing that wraps up my idea.

## I CAN...

- I can name the parts of an informational map.
- I can write a topic sentence.
- I can choose supporting facts.
- I can plan a closing.



## NOTICE — Foundational

### TASK

One page is an informational map; one is a finished draft. **Point to the map.**

### EXAMPLE

**A:** Topic sentence \_\_ Fact 1 \_\_ Fact 2 \_\_ Closing \_\_

**B:** A garden needs sunlight, water, and rich soil, and each part helps...



### YOUR TURN

Point to the map — the plan with a spot for the topic sentence, the facts, and the closing.



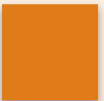
## CHOOSE — Emergent

### TASK

With support, match a sentence to its map part.

### EXAMPLE

“A garden needs three things to grow.” is the ( Topic sentence / Closing )



### YOUR TURN

Choose the map part that fits the sentence.

# Show a Supporting Fact

Slide 5 of 10

SHOW • Visible thinking

Cluster 1 • Module 4



## SHOW — Visible

### TASK

Find a fact that supports the topic sentence.

### EXAMPLE

Topic: A garden needs three things to grow. Fact: Roots need water to carry food to the plant.



### YOUR TURN

Underline the supporting fact in the plan.



## OWN — Independent

### TASK

Fill an informational map for your topic — a topic sentence, two facts, and a closing.

### EXAMPLE

Topic sentence • Fact 1 • Fact 2 • Closing



### YOUR TURN

Write one line for each part of your informational map.



## DEFEND — Reflective

### TASK

Explain why your facts support your topic sentence.

### EXAMPLE

“My facts about sunlight and water support my topic sentence because they tell what a garden needs.”



### YOUR TURN

Tell why your facts belong with your topic sentence.

# Thinking-Levels Chart

How this concept grows across the five RPLD levels

Apply the module's focus at each level of thinking — from noticing to defending.

|                                                                                     |                               |                                                                             |                                                                  |
|-------------------------------------------------------------------------------------|-------------------------------|-----------------------------------------------------------------------------|------------------------------------------------------------------|
|    | <b>NOTICE</b><br>Foundational | An informational map has a topic sentence, supporting facts, and a closing. | <b>Spotting the Map</b><br><i>What is an informational map?</i>  |
|    | <b>CHOOSE</b><br>Emergent     | A topic sentence names the subject; a closing wraps up the idea.            | <b>Naming a Part</b><br><i>Which map part is this?</i>           |
|    | <b>SHOW</b><br>Visible        | A supporting fact backs up the topic sentence.                              | <b>Supporting Facts</b><br><i>Which fact supports the topic?</i> |
|   | <b>OWN</b><br>Independent     | I can map a topic sentence, two facts, and a closing for my topic.          | <b>My Map</b><br><i>What goes in each part?</i>                  |
|  | <b>DEFEND</b><br>Reflective   | My facts support my topic sentence because they tell what the topic needs.  | <b>Defending My Map</b><br><i>Why do the facts fit?</i>          |

Write your response — keep it short

Cluster 1 • Module 4

YOUR WRITING TASK

**Map your informational response: write a topic sentence, two facts that support it, and a closing.**

*Topic sentence → supporting facts → closing.*

# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

Cluster 1 • Module 4

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

Names one map part.



## CHOOSE

Emergent

Names two or three map parts.



## SHOW

Visible

Fills in most of the map.



## OWN

Independent

Fills in the topic sentence, facts, and closing.



## DEFEND

Reflective

Explains why the facts support the topic sentence.

## STUDENT LEARNING OBJECTIVE

Students will recognize what a strong introduction does — it names the topic and draws the reader in.

## TEKS — Writing Process & Writing Genre

- 11(B)(i)** Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction.
- 12(B)(i)** Compose informational texts using genre characteristics and craft.

## ELPS Breakouts

- 5(B)** (Newly Acquired Vocabulary) Write using newly acquired basic vocabulary.
- 5(G)** (Narrate, Describe, Explain) Narrate, describe, and explain in writing.

## I WILL...

- I will notice how an informational piece begins.
- I will look for an opening that names the topic.
- I will look for an opening that draws the reader in.
- I will tell a strong opening from a weak one.

## I CAN...

- I can find the introduction.
- I can tell a strong opening from a weak one.
- I can explain an introduction's job.
- I can judge whether an opening works.



## NOTICE — Foundational

### TASK

Two pieces begin two ways. **Point to the opening that names the topic and draws you in.**

### EXAMPLE

**A:** “I will tell you about Laura.”

**B:** “Laura Ingalls Wilder turned her pioneer childhood into beloved books.”



### YOUR TURN

Point to the opening that names the topic and makes you want to read on.



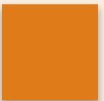
## CHOOSE — Emergent

### TASK

With support, choose the opening that introduces the topic best.

### EXAMPLE

( Laura was a girl. / Laura Ingalls Wilder grew up on the American frontier and became a famous author. )



### YOUR TURN

Choose the opening that tells the reader what the piece is about.



## SHOW — Visible

### TASK

Tell what a strong introduction does for the reader.

### EXAMPLE

“Laura Ingalls Wilder's frontier life became some of America's most beloved books.”



### YOUR TURN

Underline the words that name the topic.



## OWN — Independent

### TASK

Read an opening and decide whether it introduces the topic well — no word bank.

### EXAMPLE

“Laura liked things. She did stuff on the prairie.”



### YOUR TURN

Decide whether the opening does its job, and tell why or why not.



## DEFEND — Reflective

### TASK

Explain why one opening is stronger than another.

### EXAMPLE

“The second opening is stronger because it names Laura and tells why she matters.”



### YOUR TURN

Tell why the opening you chose is strong.

# Thinking-Levels Chart

Slide 8 of 10

How this concept grows across the five RPLD levels

Cluster 2 • Module 1

*Apply the module's focus at each level of thinking — from noticing to defending.*



## NOTICE

Foundational

A strong introduction names the topic and draws the reader in.

### Spotting the Intro

*Which opening introduces the topic?*



## CHOOSE

Emergent

The stronger opening tells the reader what the whole piece is about.

### Picking the Opening

*Which opening is stronger?*



## SHOW

Visible

An introduction's job is to name the topic and make the reader want to continue.

### The Intro's Job

*What does an introduction do?*



## OWN

Independent

I can judge whether an opening introduces the topic well.

### Judging an Opening

*Does the opening do its job?*



## DEFEND

Reflective

A strong opening names the topic clearly and pulls the reader in.

### Defending the Opening

*Why is this opening strong?*

Write your response — keep it short

Cluster 2 • Module 1

YOUR WRITING TASK

**Read the two openings. Choose the one that better introduces the topic, and tell why in one line.**

*A strong introduction names the topic and makes the reader want to keep going.*

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# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

Cluster 2 • Module 1

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

Points to an opening.



## CHOOSE

Emergent

Chooses the stronger opening.



## SHOW

Visible

Chooses it and names one reason.



## OWN

Independent

Judges the opening and explains why.



## DEFEND

Reflective

Explains clearly why the opening names the topic and draws the reader in.

# WRITING

## Writing a Topic Sentence

Cluster 2 • Module 2

### STUDENT LEARNING OBJECTIVE

Students will write a topic sentence that clearly names the subject of an informational piece.

### TEKS — Writing Process & Writing Genre

- 11(B)(i)** Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction.
- 12(B)(i)** Compose informational texts using genre characteristics and craft.

### ELPS Breakouts

- 5(B)** (Newly Acquired Vocabulary) Write using newly acquired basic vocabulary.
- 5(G)** (Narrate, Describe, Explain) Narrate, describe, and explain in writing.

## I WILL...

- I will name my subject in one clear sentence.
- I will make sure my topic sentence is not too broad or too narrow.
- I will put my topic sentence at the start of my piece.
- I will use my topic sentence to guide my writing.

## I CAN...

- I can find a topic sentence.
- I can tell a clear topic sentence from a vague one.
- I can write a topic sentence.
- I can explain why my topic sentence fits.



## NOTICE — Foundational

### TASK

**Point to the sentence that names the subject of the whole piece.**

### EXAMPLE

**A:** “She was born in 1867.”

**B:** “Laura Ingalls Wilder was a pioneer who became a famous author.”



### YOUR TURN

Point to the topic sentence — the one that names what the whole piece is about.

# Pick the Clear Topic Sentence

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 2 • Module 2



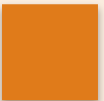
## CHOOSE — Emergent

### TASK

With support, choose the clearest topic sentence.

### EXAMPLE

( Laura did many things. / Laura Ingalls Wilder wrote books about frontier life. )



### YOUR TURN

Choose the sentence that names the subject clearly, not too broadly.



## SHOW — Visible

### TASK

Tell what makes a topic sentence clear.

### EXAMPLE

“Laura Ingalls Wilder shared pioneer life through her Little House books.”



### YOUR TURN

Underline the subject the sentence names.



## OWN — Independent

### TASK

Write a topic sentence for an informational piece about Laura — no word bank.

### EXAMPLE

Subject: Laura Ingalls Wilder → Topic sentence: \_\_\_\_\_



### YOUR TURN

Write one clear topic sentence that names your subject.



## DEFEND — Reflective

### TASK

Explain why your topic sentence fits your piece.

### EXAMPLE

“My topic sentence names Laura and tells that she wrote about pioneer life, which is my whole topic.”



### YOUR TURN

Tell why your topic sentence fits the piece.

# Thinking-Levels Chart

How this concept grows across the five RPLD levels

Apply the module's focus at each level of thinking — from noticing to defending.



**NOTICE**  
Foundational

A topic sentence names the subject of the whole piece.

**Spotting the Topic Sentence**  
*Which sentence names the subject?*



**CHOOSE**  
Emergent

A clear topic sentence names the subject — not too broad, not too narrow.

**Picking a Clear One**  
*Which topic sentence is clear?*



**SHOW**  
Visible

A topic sentence is clear when it names exactly what the piece is about.

**What Makes It Clear**  
*What subject does it name?*



**OWN**  
Independent

I can write a clear topic sentence for my subject.

**My Topic Sentence**  
*What is my subject?*



**DEFEND**  
Reflective

My topic sentence fits because it names the subject of my whole piece.

**Defending It**  
*Why does it fit?*

Write your response — keep it short

Cluster 2 • Module 2

YOUR WRITING TASK

**Write a topic sentence for an informational piece about Laura Ingalls Wilder. Name your subject clearly.**

*One clear sentence that names what the whole piece is about.*

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# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

Cluster 2 • Module 2

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

Names a subject.



## CHOOSE

Emergent

Writes a general sentence about the subject.



## SHOW

Visible

Writes a topic sentence that names the subject.



## OWN

Independent

Writes a clear topic sentence, not too broad.



## DEFEND

Reflective

Explains why the topic sentence names the whole subject.

## STUDENT LEARNING OBJECTIVE

Students will add a hook that draws the reader into an informational piece.

## TEKS — Writing Process & Writing Genre

- 11(B)(i)** Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction.
- 12(B)(i)** Compose informational texts using genre characteristics and craft.

## ELPS Breakouts

- 5(B)** (Newly Acquired Vocabulary) Write using newly acquired basic vocabulary.
- 5(G)** (Narrate, Describe, Explain) Narrate, describe, and explain in writing.

## I WILL...

- I will grab my reader's attention at the start.
- I will try a question, a surprising fact, or a vivid picture.
- I will keep my hook connected to my topic.
- I will put my hook before my topic sentence.

## I CAN...

- I can find a hook.
- I can tell a strong hook from a weak start.
- I can write a hook.
- I can explain why my hook fits my topic.



## NOTICE — Foundational

### TASK

**Point to the hook — the opening that grabs the reader's attention.**

### EXAMPLE

**A:** “This piece is about Laura.”

**B:** “Imagine a covered wagon rolling west across an empty prairie.”



### YOUR TURN

Point to the hook — the opening that pulls the reader in.

# Pick the Stronger Hook

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 2 • Module 3



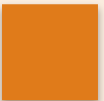
## CHOOSE — Emergent

### TASK

With support, choose the hook that best draws the reader in.

### EXAMPLE

( Here are facts about Laura. / What was it like to grow up with no towns for miles? )



### YOUR TURN

Choose the hook that makes the reader curious.



## SHOW — Visible

### TASK

Tell what kind of hook it is — a question, a surprising fact, or a vivid picture.

### EXAMPLE

“Laura once lived in a house made of earth, dug right into a hill.”



### YOUR TURN

Underline the part that surprises or interests the reader.



## OWN — Independent

### TASK

Write a hook that would draw a reader into a piece about Laura — no word bank.

### EXAMPLE

Try a question, a surprising fact, or a vivid picture.



### YOUR TURN

Write a hook that makes a reader want to learn about Laura.



## DEFEND — Reflective

### TASK

Explain why your hook fits your topic and pulls the reader in.

### EXAMPLE

“My hook asks a question about frontier life, which connects right to my topic about Laura.”



### YOUR TURN

Tell why your hook fits your topic and grabs the reader.

# Thinking-Levels Chart

How this concept grows across the five RPLD levels

Apply the module's focus at each level of thinking — from noticing to defending.

|                                                                                     |                               |                                                                            |                                                                   |
|-------------------------------------------------------------------------------------|-------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------|
|    | <b>NOTICE</b><br>Foundational | A hook is an opening that grabs the reader's attention.                    | <b>Spotting the Hook</b><br><i>Which opening grabs attention?</i> |
|    | <b>CHOOSE</b><br>Emergent     | The stronger hook makes the reader curious about the topic.                | <b>Picking the Hook</b><br><i>Which hook draws you in?</i>        |
|    | <b>SHOW</b><br>Visible        | A hook can be a question, a surprising fact, or a vivid picture.           | <b>Kinds of Hooks</b><br><i>What kind of hook is this?</i>        |
|   | <b>OWN</b><br>Independent     | I can write a hook that pulls the reader into my topic.                    | <b>My Hook</b><br><i>How can I grab the reader?</i>               |
|  | <b>DEFEND</b><br>Reflective   | My hook fits because it connects to my topic and makes the reader curious. | <b>Defending the Hook</b><br><i>Why does the hook fit?</i>        |

Write your response — keep it short

Cluster 2 • Module 3

YOUR WRITING TASK

**Write a hook that would make a reader want to learn about Laura Ingalls Wilder. Try a question, a surprising fact, or a vivid picture.**

*A hook grabs attention — and it still connects to your topic.*

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# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

Cluster 2 • Module 3

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

Writes an opening.



## CHOOSE

Emergent

Writes an opening that tries to interest the reader.



## SHOW

Visible

Writes a hook (question, fact, or picture).



## OWN

Independent

Writes a hook that clearly connects to the topic.



## DEFEND

Reflective

Explains why the hook fits the topic and draws the reader in.

# WRITING

## Building the Whole Introduction

Cluster 2 • Module 4

### STUDENT LEARNING OBJECTIVE

Students will build a complete introduction — a hook, a topic sentence, and a preview.

### TEKS — Writing Process & Writing Genre

- 11(B)(i)** Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction.
- 12(B)(i)** Compose informational texts using genre characteristics and craft.

### ELPS Breakouts

- 5(B)** (Newly Acquired Vocabulary) Write using newly acquired basic vocabulary.
- 5(G)** (Narrate, Describe, Explain) Narrate, describe, and explain in writing.

## I WILL...

- I will begin with a hook.
- I will follow with a clear topic sentence.
- I will add a preview of what I will tell.
- I will make my whole introduction work together.

## I CAN...

- I can name the parts of an introduction.
- I can put the parts in order.
- I can write a whole introduction.
- I can explain how my introduction works together.



## NOTICE — Foundational

### TASK

An introduction has three parts. **Point to the hook, the topic sentence, and the preview.**

### EXAMPLE

Hook: “Imagine a wagon rolling west.” Topic sentence: “Laura Ingalls Wilder became a famous author.” Preview: “Her childhood, her books, and her fame all began on the frontier.”



### YOUR TURN

Point to each part: the hook, the topic sentence, and the preview.



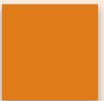
## CHOOSE — Emergent

### TASK

With support, choose the order the three parts belong in.

### EXAMPLE

( topic sentence → hook → preview / hook → topic sentence → preview )



### YOUR TURN

Choose the order that flows best for the reader.



## SHOW — Visible

### TASK

Find which part an introduction is missing.

### EXAMPLE

“Imagine a wagon rolling west. Her childhood, her books, and her fame began on the frontier.” (What is missing?)



### YOUR TURN

Underline where the missing part should go, and name it.



## OWN — Independent

### TASK

Write a complete introduction — a hook, a topic sentence, and a preview — no word bank.

### EXAMPLE

Hook • Topic sentence • Preview



### YOUR TURN

Write all three parts for an introduction about Laura.



## DEFEND — Reflective

### TASK

Explain how your three parts work together.

### EXAMPLE

“My hook pulls the reader in, my topic sentence names Laura, and my preview tells what is coming.”



### YOUR TURN

Tell how your hook, topic sentence, and preview work together.

# Thinking-Levels Chart

How this concept grows across the five RPLD levels

Apply the module's focus at each level of thinking — from noticing to defending.

|                                                                                     |                               |                                                                                                |                                                                  |
|-------------------------------------------------------------------------------------|-------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
|    | <b>NOTICE</b><br>Foundational | An introduction has three parts: a hook, a topic sentence, and a preview.                      | <b>The Three Parts</b><br><i>What are the parts of an intro?</i> |
|    | <b>CHOOSE</b><br>Emergent     | The parts flow best as hook → topic sentence → preview.                                        | <b>Ordering the Parts</b><br><i>What order works best?</i>       |
|    | <b>SHOW</b><br>Visible        | An introduction is incomplete when a part is missing.                                          | <b>A Missing Part</b><br><i>Which part is missing?</i>           |
|   | <b>OWN</b><br>Independent     | I can write a whole introduction with all three parts.                                         | <b>My Introduction</b><br><i>What are my three parts?</i>        |
|  | <b>DEFEND</b><br>Reflective   | My parts work together: the hook draws in, the topic sentence names, the preview points ahead. | <b>How It Works Together</b><br><i>Why does my intro work?</i>   |

Write your response — keep it short

Cluster 2 • Module 4

## YOUR WRITING TASK

**Write a complete introduction for a piece about Laura Ingalls Wilder: a hook, a topic sentence, and a preview of what you will tell.**

*Three parts, in order: hook → topic sentence → preview.*

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# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

Cluster 2 • Module 4

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

Writes one part.



## CHOOSE

Emergent

Writes two of the three parts.



## SHOW

Visible

Writes all three parts.



## OWN

Independent

Writes a hook, topic sentence, and preview that fit together.



## DEFEND

Reflective

Explains how the three parts work together.

# WRITING

## Say More — Adding Details That Develop an Idea

Cluster 3 • Module 1

### STUDENT LEARNING OBJECTIVE

Students will develop an idea by adding relevant details — facts, examples, and descriptions — so a reader understands more than the bare topic.

### TEKS — Writing Process & Writing Genre

**11(B)(iii)** Develop an engaging idea reflecting depth of thought with specific facts, details, and examples.

**12(B)(ii)** Compose informational texts using genre characteristics and craft.

### ELPS Breakouts

**5(B)** (Newly Acquired Vocabulary) Write using newly acquired basic vocabulary.

**5(G)** (Narrate, describe, explain) Narrate, describe, and explain with increasing specificity in writing.

## I WILL...

- I will name my idea in one clear sentence.
- I will add a detail that tells the reader more.
- I will pick details that go WITH my idea.
- I will add enough detail so my reader understands.

## I CAN...

- I can tell an idea from a detail.
- I can add a fact, an example, or a description.
- I can choose details that fit my idea.
- I can develop my own idea with two or more details.



## NOTICE — Foundational

### TASK

One sentence is just an idea. One adds a detail. **Point to the sentence that adds a detail.**

### EXAMPLE

**A:** “Dogs are helpful.”

**B:** “Dogs are helpful because they can guide people who cannot see.”



### YOUR TURN

Point to sentence B. A detail tells the reader MORE — a fact, an example, or a description.



## CHOOSE — Emergent

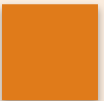
### TASK

With support, choose the detail that develops the idea.

### EXAMPLE

Idea: “Recess is good for students.”

Detail: ( it is at 10:00 / it lets them move and rest their minds )



### YOUR TURN

Choose the detail that tells WHY recess is good — it develops the idea.



## SHOW — Visible

### TASK

Show your thinking: add ONE detail that develops the idea (Before → After).

### EXAMPLE

Before: “Libraries are useful.”

After: “Libraries are useful because they let anyone borrow books for free.”



### YOUR TURN

Rewrite the idea, adding one detail that tells the reader more.



## OWN — Independent

### TASK

On your own, add two details that develop this idea — no word bank.

### EXAMPLE

Idea: “Playing outside is good for kids.”

Add two details that tell WHY or HOW.



### YOUR TURN

Add two relevant details that develop the idea by yourself.



## DEFEND — Reflective

### TASK

Evaluate and transfer: explain how your detail developed the idea, then develop an idea of your own.

### EXAMPLE

Explain: “My detail helped because \_\_\_\_.”

Then pick your own idea and add two details.



### YOUR TURN

Defend how your details developed the idea, then transfer the move to your own topic.

# Thinking-Levels Chart

Slide 8 of 10

How this concept grows across the five RPLD levels

Cluster 3 • Module 1

*Apply the module's focus at each level of thinking — from noticing to defending.*



## NOTICE

Foundational

A detail tells the reader more than the bare idea — a fact, an example, or a description.

### Idea vs. Detail

*Which one says more?*



## CHOOSE

Emergent

A relevant detail goes WITH the idea; it explains, shows, or describes it.

### Relevant Details

*Does it fit the idea?*



## SHOW

Visible

Adding one detail develops an idea so a reader understands more.

### Add a Detail

*What can I add?*



## OWN

Independent

Two or more relevant details develop an idea with depth.

### Develop Independently

*Can I add more?*



## DEFEND

Reflective

Strong writers can explain HOW a detail develops the idea and use the move anywhere.

### Evaluate & Transfer

*How did it help?*

Write your response — keep it short

Cluster 3 • Module 1

## YOUR WRITING TASK

**Write one idea you believe (for example, about school, animals, or a hobby). Then add TWO details that develop it — a fact, an example, or a description.**

*You do not have to write a whole piece — just your idea and two details that tell the reader more.*

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# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

Cluster 3 • Module 1

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

Names an idea.



## CHOOSE

Emergent

Names an idea and adds one detail.



## SHOW

Visible

Adds two details that go with the idea.



## OWN

Independent

Adds two relevant details that clearly develop the idea.



## DEFEND

Reflective

Adds relevant details AND can explain how they develop the idea.

# WRITING

## Three Ways to Say More — Facts, Examples, Descriptions

Cluster 3 • Module 2

### STUDENT LEARNING OBJECTIVE

Students will develop an idea by choosing the KIND of detail that fits — a fact, an example, or a description.

### TEKS — Writing Process & Writing Genre

**11(B)(iii)** Develop an engaging idea reflecting depth of thought with specific facts, details, and examples.

**12(B)(ii)** Compose informational texts using genre characteristics and craft.

### ELPS Breakouts

**5(B)** (Newly Acquired Vocabulary) Write using newly acquired basic vocabulary.

**5(G)** (Narrate, describe, explain) Narrate, describe, and explain with increasing specificity in writing.

## I WILL...

- I will name three kinds of details.
- I will pick the kind of detail my idea needs.
- I will add a fact, an example, OR a description.
- I will match the detail to my idea.

## I CAN...

- I can name a fact, an example, and a description.
- I can tell which kind of detail fits an idea.
- I can add the kind of detail that helps most.
- I can develop an idea with more than one kind of detail.



## NOTICE — Foundational

### TASK

One detail is a **FACT**, one is an **EXAMPLE**, one is a **DESCRIPTION**. **Point to the fact.**

### EXAMPLE

**A (fact):** Bees have six legs.

**B (example):** For example, a honeybee visits many flowers.

**C (description):** Its fuzzy body is striped yellow and black.



### YOUR TURN

Point to the fact. Writers develop ideas with facts, examples, AND descriptions.



## CHOOSE — Emergent

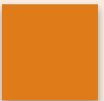
### TASK

With support, choose the kind of detail this idea needs.

### EXAMPLE

Idea: “Firefighters do dangerous work.”

Which helps most: ( a fact about their gear / the color of the truck )



### YOUR TURN

Choose the detail that develops the idea, not one that is off-topic.



## SHOW — Visible

### TASK

Show your thinking: the idea already has a fact — add an EXAMPLE or a DESCRIPTION.

### EXAMPLE

Idea + fact: “Gardens help people. They give fresh food.”

Add an example or description: “For example, tomatoes and beans can be shared with neighbors.”



### YOUR TURN

Add a different KIND of detail so the idea is fuller.



## OWN — Independent

### TASK

On your own, develop this idea with TWO different kinds of detail — no word bank.

### EXAMPLE

Idea: “Reading is a good habit.”

Add one fact AND one example (or description).



### YOUR TURN

Add two different kinds of details by yourself.



## DEFEND — Reflective

### TASK

Evaluate and transfer: explain which kinds of details you used and why, then develop an idea of your own.

### EXAMPLE

Explain: “I used a \_\_\_\_ and a \_\_\_\_ because \_\_\_\_.”

Then develop your own idea with two kinds of details.



### YOUR TURN

Defend your detail choices, then transfer the move to your own topic.

Apply the module's focus at each level of thinking — from noticing to defending.

|                                                                                     |                               |                                                                    |                                                           |
|-------------------------------------------------------------------------------------|-------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------|
|    | <b>NOTICE</b><br>Foundational | Details come in kinds: facts, examples, and descriptions.          | <b>Kinds of Details</b><br><i>What kind is it?</i>        |
|    | <b>CHOOSE</b><br>Emergent     | The kind of detail should fit the idea and help the reader.        | <b>Fit the Idea</b><br><i>Which kind helps?</i>           |
|    | <b>SHOW</b><br>Visible        | Mixing kinds of details makes an idea fuller and clearer.          | <b>Add a New Kind</b><br><i>What can I add next?</i>      |
|   | <b>OWN</b><br>Independent     | Two different kinds of details develop an idea with depth.         | <b>Two Kinds</b><br><i>Fact and example?</i>              |
|  | <b>DEFEND</b><br>Reflective   | Strong writers choose detail kinds on purpose and can explain why. | <b>Evaluate &amp; Transfer</b><br><i>Why these kinds?</i> |

# Show What You Know

Slide 9 of 10

Write your response — keep it short

Cluster 3 • Module 2

## YOUR WRITING TASK

**Write one idea you know about. Develop it with TWO different kinds of details — a fact and an example, or a fact and a description.**

*You do not have to write a whole piece — just your idea and two different kinds of details.*

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# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

Cluster 3 • Module 2

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

Names an idea.



## CHOOSE

Emergent

Adds one detail of any kind.



## SHOW

Visible

Adds two details.



## OWN

Independent

Adds two DIFFERENT kinds of details that fit the idea.



## DEFEND

Reflective

Adds two kinds AND explains why they help develop the idea.

# WRITING

## Build the Paragraph — Details Working Together

Cluster 3 • Module 3

### STUDENT LEARNING OBJECTIVE

Students will develop an idea into a short paragraph in which several relevant details work together.

### TEKS — Writing Process & Writing Genre

**11(B)(iii)** Develop an engaging idea reflecting depth of thought with specific facts, details, and examples.

**12(B)(ii)** Compose informational texts using genre characteristics and craft.

### ELPS Breakouts

**5(B)** (Newly Acquired Vocabulary) Write using newly acquired basic vocabulary.

**5(G)** (Narrate, describe, explain) Narrate, describe, and explain with increasing specificity in writing.

## I WILL...

- I will start with a clear idea sentence.
- I will add several details that go with it.
- I will keep every detail on the idea.
- I will build a short, developed paragraph.

## I CAN...

- I can write an idea sentence.
- I can add two or three details that fit.
- I can keep my details on topic.
- I can build a developed paragraph on my own.



## NOTICE — Foundational

### TASK

A paragraph has one detail that does NOT belong. **Point to the sentence that is off the idea.**

### EXAMPLE

Idea: “Dogs make good helpers.”

Details: They can guide people. They can smell for lost hikers. My cat is orange.



### YOUR TURN

Point to the off-topic sentence. Every detail must develop the SAME idea.



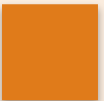
## CHOOSE — Emergent

### TASK

With support, choose the sentence that should come FIRST in the paragraph.

### EXAMPLE

( They can guide people who cannot see. / Dogs make good helpers. )



### YOUR TURN

Choose the idea sentence to start; details come after.



## SHOW — Visible

### TASK

Show your thinking: write an idea sentence, then add TWO details that go with it.

### EXAMPLE

Idea: “Libraries are useful.”

+ two details that stay on the idea (Before → After paragraph).



### YOUR TURN

Build a 3-sentence paragraph: idea + two relevant details.



## OWN — Independent

### TASK

On your own, develop this idea into a short paragraph with two or three details — no word bank.

### EXAMPLE

Idea: “Recycling helps our community.”

Write the idea + 2–3 relevant details.



### YOUR TURN

Build a short developed paragraph by yourself.



## DEFEND — Reflective

### TASK

Evaluate and transfer: explain why each detail belongs, cut any that don't, then develop your own idea into a paragraph.

### EXAMPLE

Check: “Does each detail develop my idea?”

Then write a paragraph on your own topic.



### YOUR TURN

Defend that every detail is on the idea, then transfer to your own topic.

# Thinking-Levels Chart

How this concept grows across the five RPLD levels

Apply the module's focus at each level of thinking — from noticing to defending.

|                                                                                     |                               |                                                                            |                                                         |
|-------------------------------------------------------------------------------------|-------------------------------|----------------------------------------------------------------------------|---------------------------------------------------------|
|    | <b>NOTICE</b><br>Foundational | A developed paragraph keeps EVERY detail on one idea.                      | <b>On the Idea</b><br><i>Does it belong?</i>            |
|    | <b>CHOOSE</b><br>Emergent     | The idea sentence comes first; details develop it.                         | <b>Order</b><br><i>What comes first?</i>                |
|    | <b>SHOW</b><br>Visible        | Two or three relevant details working together develop an idea.            | <b>Build It</b><br><i>Do they fit together?</i>         |
|   | <b>OWN</b><br>Independent     | A short paragraph can fully develop one idea with depth.                   | <b>Develop Independently</b><br><i>Is it complete?</i>  |
|  | <b>DEFEND</b><br>Reflective   | Strong writers check that every detail develops the idea and cut the rest. | <b>Evaluate &amp; Transfer</b><br><i>Any off-topic?</i> |

Write your response — keep it short

Cluster 3 • Module 3

## YOUR WRITING TASK

**Choose one idea you believe. Build a short paragraph: your idea sentence, then two or three details that all develop it.**

*Keep every detail on the same idea — if a detail does not fit, leave it out.*

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# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

Cluster 3 • Module 3

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

Writes an idea sentence.



## CHOOSE

Emergent

Idea + one relevant detail.



## SHOW

Visible

Idea + two relevant details.



## OWN

Independent

A paragraph where 2–3 details all develop one idea.



## DEFEND

Reflective

A developed paragraph AND can explain why each detail belongs.

# WRITING

Develop It Yourself — Depth of Thought

Cluster 3 • Module 4

## STUDENT LEARNING OBJECTIVE

Students will independently develop an idea with depth — several relevant, well-chosen details — as in a constructed response.

## TEKS — Writing Process & Writing Genre

**11(B)(iii)** Develop an engaging idea reflecting depth of thought with specific facts, details, and examples.

**12(B)(ii)** Compose informational texts using genre characteristics and craft.

## ELPS Breakouts

**5(B)** (Newly Acquired Vocabulary) Write using newly acquired basic vocabulary.

**5(G)** (Narrate, describe, explain) Narrate, describe, and explain with increasing specificity in writing.

## I WILL...

- I will choose an idea worth developing.
- I will plan the details I will use.
- I will develop the idea with depth.
- I will make sure a reader understands fully.

## I CAN...

- I can choose an idea I can support.
- I can plan two or more relevant details.
- I can develop an idea with depth on my own.
- I can explain how my details show my thinking.



## NOTICE — Foundational

### TASK

Two responses answer the same prompt. **Point to the one that is developed with depth.**

### EXAMPLE

**A:** Exercise is good.

**B:** Exercise is good because it makes the heart stronger, gives you energy, and helps you sleep.



### YOUR TURN

Point to B. Depth comes from several relevant details, not from more words.



## CHOOSE — Emergent

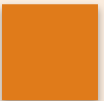
### TASK

With support, choose two details that would best develop this idea.

### EXAMPLE

Idea: “Trees are important to a city.”

Pick two: ( they give shade / they are tall / they clean the air / they are green )



### YOUR TURN

Choose the two details that develop the idea with real reasons.



## SHOW — Visible

### TASK

Show your thinking: develop the idea with an idea sentence + two strong details + one sentence of your own thinking.

### EXAMPLE

Idea + two details + “This shows that \_\_\_\_.”



### YOUR TURN

Develop the idea and add a sentence that explains your thinking.



## OWN — Independent

### TASK

On your own, choose an idea and develop it with depth — several relevant details and clear thinking. No supports.

### EXAMPLE

Choose your idea. Develop it fully in 4–5 sentences.



### YOUR TURN

Develop your own idea with depth, independently.



## DEFEND — Reflective

### TASK

Evaluate and transfer: explain how your details show depth of thought, then set a next writing goal.

### EXAMPLE

Explain: “My writing shows depth because \_\_\_\_.”

Set a goal for your next piece.



### YOUR TURN

Defend the depth of your development and transfer the habit forward.

# Thinking-Levels Chart

How this concept grows across the five RPLD levels

Apply the module's focus at each level of thinking — from noticing to defending.

|                                                                                     |                               |                                                                                      |                                                          |
|-------------------------------------------------------------------------------------|-------------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------------|
|    | <b>NOTICE</b><br>Foundational | Depth of thought comes from several relevant, well-chosen details — not extra words. | <b>Depth vs. Length</b><br><i>Which says more?</i>       |
|    | <b>CHOOSE</b><br>Emergent     | Planning the best details before writing makes an idea stronger.                     | <b>Plan Details</b><br><i>Which two are best?</i>        |
|    | <b>SHOW</b><br>Visible        | Adding your own thinking (“This shows...” ) develops an idea further.                | <b>Add Thinking</b><br><i>What does it show?</i>         |
|   | <b>OWN</b><br>Independent     | An independent writer develops an idea fully without supports.                       | <b>Independent Depth</b><br><i>Is it complete?</i>       |
|  | <b>DEFEND</b><br>Reflective   | Strong writers can explain HOW their writing shows depth and set a next goal.        | <b>Evaluate &amp; Transfer</b><br><i>How is it deep?</i> |

Write your response — keep it short

Cluster 3 • Module 4

## YOUR WRITING TASK

**Choose an idea you can support. Develop it with depth: an idea sentence, several relevant details, and one sentence of your own thinking.**

*Depth is about strong, relevant details — not writing more. Make each detail count.*

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# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

Cluster 3 • Module 4

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

States an idea.



## CHOOSE

Emergent

Idea + one detail.



## SHOW

Visible

Idea + two relevant details.



## OWN

Independent

Develops the idea with depth (several relevant details + thinking).



## DEFEND

Reflective

Develops with depth AND explains how the details show depth of thought.

# WRITING

## More Than Stopping — What a Conclusion Does

Cluster 4 • Module 1

### STUDENT LEARNING OBJECTIVE

Students will recognize a purposeful conclusion — one that wraps up the idea — and tell it apart from a piece that just stops.

### TEKS — Writing Process & Writing Genre

**11(B)(ii)** Develop drafts into a focused, structured, and coherent piece of writing by developing a purposeful conclusion.

**12(B)(ii)** Compose informational texts using genre characteristics and craft.

### ELPS Breakouts

**5(B)** (Newly Acquired Vocabulary) Write using newly acquired basic vocabulary.

**5(G)** (Narrate, describe, explain) Narrate, describe, and explain with increasing specificity in writing.

## I WILL...

- I will find the ending of a piece.
- I will tell a real conclusion from a sudden stop.
- I will notice how a conclusion wraps up the idea.
- I will know why a conclusion matters.

## I CAN...

- I can find where a piece ends.
- I can tell a conclusion from just stopping.
- I can say what a conclusion does.
- I can recognize a purposeful ending.



## NOTICE — Foundational

### TASK

One piece just stops. One has a real conclusion. **Point to the one with a conclusion.**

### EXAMPLE

**A:** “Bees help plants. Bees make honey. The end.”

**B:** “Bees help plants and make honey, so they are important to people and nature.”



### YOUR TURN

Point to B. A conclusion wraps the idea up — it doesn't just stop.



## CHOOSE — Emergent

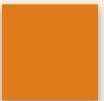
### TASK

With support, choose the sentence that best concludes the piece.

### EXAMPLE

Piece: about why recess helps students.

Ending: ( Recess is at 10:00. / For all these reasons, recess helps students learn. )



### YOUR TURN

Choose the ending that ties the idea together.



## SHOW — Visible

### TASK

Show your thinking: turn a sudden stop into a real conclusion.

### EXAMPLE

Stops: "...and that is a fact. The end."

Concludes: "These facts show that gardens help both people and nature."



### YOUR TURN

Rewrite the ending so it wraps up the idea.



## OWN — Independent

### TASK

On your own, read a short piece and decide if the ending concludes or just stops — no supports.

### EXAMPLE

Read the piece. Underline the ending. Is it a conclusion or a stop?



### YOUR TURN

Judge the ending yourself and say why.



## DEFEND — Reflective

### TASK

Evaluate and transfer: explain what makes an ending a real conclusion, then find one in your own writing.

### EXAMPLE

Explain: “This is a conclusion because \_\_\_\_.”  
Then check the ending of your own piece.



### YOUR TURN

Defend what makes an ending purposeful, then transfer to your own writing.

# Thinking-Levels Chart

Slide 8 of 10

How this concept grows across the five RPLD levels

Cluster 4 • Module 1

*Apply the module's focus at each level of thinking — from noticing to defending.*



## NOTICE

Foundational

A conclusion wraps up the idea — it is more than just stopping.

### Stop vs. Conclude

*Does it wrap up?*



## CHOOSE

Emergent

A purposeful ending ties the writing's idea together.

### Ties It Together

*Which ending fits?*



## SHOW

Visible

A stop can be turned into a real conclusion that closes the idea.

### Wrap It Up

*How do I close it?*



## OWN

Independent

A reader can tell a conclusion from a sudden stop.

### Judge Endings

*Conclude or stop?*



## DEFEND

Reflective

Strong writers know why a conclusion matters and check their own endings.

### Evaluate & Transfer

*Why does it matter?*

Write your response — keep it short

Cluster 4 • Module 1

## YOUR WRITING TASK

**Read or think of a short piece of your own. In 1–2 lines, write a conclusion that wraps up its main idea.**

*A conclusion does more than say “The end” — it pulls the idea together.*

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# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

Cluster 4 • Module 1

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

Writes any ending.



## CHOOSE

Emergent

Writes an ending related to the topic.



## SHOW

Visible

Writes an ending that restates the idea.



## OWN

Independent

Writes a conclusion that clearly wraps up the main idea.



## DEFEND

Reflective

Writes a purposeful conclusion AND explains why it works.

# WRITING

Ways to Wrap It Up — Restate, Reflect, Remind

Cluster 4 • Module 2

## STUDENT LEARNING OBJECTIVE

Students will choose a way to conclude — restate the idea, give a final thought, or remind the reader why it matters.

## TEKS — Writing Process & Writing Genre

**11(B)(ii)** Develop drafts into a focused, structured, and coherent piece of writing by developing a purposeful conclusion.

**12(B)(ii)** Compose informational texts using genre characteristics and craft.

## ELPS Breakouts

**5(B)** (Newly Acquired Vocabulary) Write using newly acquired basic vocabulary.

**5(G)** (Narrate, describe, explain) Narrate, describe, and explain with increasing specificity in writing.

## I WILL...

- I will name three ways to conclude.
- I will pick a way that fits my piece.
- I will restate, reflect, or remind.
- I will match the ending to my idea.

## I CAN...

- I can restate my main idea at the end.
- I can add a final thought.
- I can remind the reader why it matters.
- I can choose the best way to conclude.



## NOTICE — Foundational

### TASK

Three endings use three moves. **Point to the one that RESTATES the main idea.**

### EXAMPLE

**A (restate):** In short, exercise keeps our bodies healthy.

**B (final thought):** So next time, choose to move!

**C (why it matters):** Healthy habits help us for life.



### YOUR TURN

Point to the restate ending. Writers can restate, reflect, or remind.



## CHOOSE — Emergent

### TASK

With support, choose the ending move that fits this informational piece.

### EXAMPLE

Piece explains how libraries help.

Best ending: ( a joke about books / a reminder that libraries help everyone )



### YOUR TURN

Choose the concluding move that fits an informational piece.



## SHOW — Visible

### TASK

Show your thinking: write a conclusion using a chosen move (restate OR remind).

### EXAMPLE

Idea: “Recycling helps our town.”

Restate ending: “For these reasons, recycling keeps our town clean and healthy.”



### YOUR TURN

Write a conclusion using one clear move.



## OWN — Independent

### TASK

On your own, pick a concluding move and write the ending — no word bank.

### EXAMPLE

Your idea + a conclusion using restate, reflect, OR remind.



### YOUR TURN

Choose a move and write the conclusion yourself.



## DEFEND — Reflective

### TASK

Evaluate and transfer: explain which move you used and why it fits, then use it in your own piece.

### EXAMPLE

Explain: “I used \_\_\_\_ because it fits my idea.”

Then conclude your own piece.



### YOUR TURN

Defend your concluding move, then transfer it to your own writing.

# Thinking-Levels Chart

How this concept grows across the five RPLD levels

Apply the module's focus at each level of thinking — from noticing to defending.

|                                                                                     |                               |                                                              |                                                         |
|-------------------------------------------------------------------------------------|-------------------------------|--------------------------------------------------------------|---------------------------------------------------------|
|    | <b>NOTICE</b><br>Foundational | Writers can conclude by restating, reflecting, or reminding. | <b>Ways to Conclude</b><br><i>Which move is it?</i>     |
|    | <b>CHOOSE</b><br>Emergent     | The concluding move should fit the piece's purpose.          | <b>Fit the Piece</b><br><i>Which fits?</i>              |
|    | <b>SHOW</b><br>Visible        | Restating the main idea is a strong, clear way to conclude.  | <b>Restate</b><br><i>How do I restate?</i>              |
|   | <b>OWN</b><br>Independent     | A writer can choose a concluding move on purpose.            | <b>Choose a Move</b><br><i>Which will I use?</i>        |
|  | <b>DEFEND</b><br>Reflective   | Strong writers explain why their concluding move fits.       | <b>Evaluate &amp; Transfer</b><br><i>Why this move?</i> |

Write your response — keep it short

Cluster 4 • Module 2

YOUR WRITING TASK

**Choose an idea you could write about. Write a conclusion for it using one clear move — restate, reflect, or remind.**

*Pick ONE way to wrap it up and make it fit your idea.*

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# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

Cluster 4 • Module 2

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

Writes an ending.



## CHOOSE

Emergent

Uses an ending move loosely.



## SHOW

Visible

Uses one clear move (restate, reflect, or remind).



## OWN

Independent

Uses a concluding move that clearly fits the piece.



## DEFEND

Reflective

Chooses a move AND explains why it fits.

# WRITING

## Close the Paragraph — Ending That Fits

Cluster 4 • Module 3

### STUDENT LEARNING OBJECTIVE

Students will write a purposeful conclusion for a developed paragraph so the ending matches the idea and details.

### TEKS — Writing Process & Writing Genre

**11(B)(ii)** Develop drafts into a focused, structured, and coherent piece of writing by developing a purposeful conclusion.

**12(B)(ii)** Compose informational texts using genre characteristics and craft.

### ELPS Breakouts

**5(B)** (Newly Acquired Vocabulary) Write using newly acquired basic vocabulary.

**5(G)** (Narrate, describe, explain) Narrate, describe, and explain with increasing specificity in writing.

## I WILL...

- I will read the idea and details first.
- I will write an ending that fits them.
- I will make the ending close the idea.
- I will build a paragraph that ends well.

## I CAN...

- I can read a paragraph's idea and details.
- I can write an ending that matches them.
- I can close a paragraph on purpose.
- I can write a full paragraph with a real conclusion.



## NOTICE — Foundational

### TASK

A paragraph has two possible endings. **Point to the one that fits the idea and details.**

### EXAMPLE

Paragraph: dogs help people (guide, rescue, comfort).

End A: “Dogs are furry.” End B: “In these ways, dogs are helpful companions.”



### YOUR TURN

Point to End B. A conclusion must match the idea and details above it.



## CHOOSE — Emergent

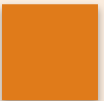
### TASK

With support, choose the better ending when one does not fit.

### EXAMPLE

Paragraph about clean water.

( I like swimming. / Clean water keeps a community healthy. )



### YOUR TURN

Choose the ending that fits the paragraph's idea.



## SHOW — Visible

### TASK

Show your thinking: read a 3-sentence paragraph and add a conclusion that fits.

### EXAMPLE

Idea + two details → add a closing sentence that wraps them up.



### YOUR TURN

Write a conclusion that matches the paragraph.



## OWN — Independent

### TASK

On your own, write a short paragraph AND a purposeful conclusion — no supports.

### EXAMPLE

Idea + 2 details + a conclusion that fits.



### YOUR TURN

Write a developed paragraph with a real ending yourself.



## DEFEND — Reflective

### TASK

Evaluate and transfer: explain how your conclusion fits the paragraph, then close a paragraph of your own.

### EXAMPLE

Explain: “My ending fits because it \_\_\_\_.”  
Then finish one of your own paragraphs.



### YOUR TURN

Defend that the ending fits, then transfer to your own writing.

# Thinking-Levels Chart

How this concept grows across the five RPLD levels

Apply the module's focus at each level of thinking — from noticing to defending.

|                                                                                     |                               |                                                                |                                                         |
|-------------------------------------------------------------------------------------|-------------------------------|----------------------------------------------------------------|---------------------------------------------------------|
|    | <b>NOTICE</b><br>Foundational | A conclusion must match the idea and details it follows.       | <b>Match the Paragraph</b><br><i>Does it fit?</i>       |
|    | <b>CHOOSE</b><br>Emergent     | An ending that does not fit weakens the whole paragraph.       | <b>Fix Mismatch</b><br><i>Which one fits?</i>           |
|    | <b>SHOW</b><br>Visible        | A closing sentence wraps up the idea and its details.          | <b>Write the Close</b><br><i>How do I close it?</i>     |
|   | <b>OWN</b><br>Independent     | A full paragraph needs both development and a real conclusion. | <b>Finish It</b><br><i>Is it complete?</i>              |
|  | <b>DEFEND</b><br>Reflective   | Strong writers check that the ending fits everything above it. | <b>Evaluate &amp; Transfer</b><br><i>Does it match?</i> |

Write your response — keep it short

Cluster 4 • Module 3

## YOUR WRITING TASK

**Write a short paragraph (idea + two details). Then add a purposeful conclusion that fits the idea and details.**

*Your ending must match the paragraph above it — not add a new topic.*

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# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

Cluster 4 • Module 3

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

Writes a paragraph without an ending.



## CHOOSE

Emergent

Adds an ending that is off the idea.



## SHOW

Visible

Adds an ending related to the idea.



## OWN

Independent

Adds a conclusion that clearly fits the idea and details.



## DEFEND

Reflective

Adds a fitting conclusion AND explains why it matches.

# WRITING

## Land It Yourself — A Purposeful Conclusion

Cluster 4 • Module 4

### STUDENT LEARNING OBJECTIVE

Students will independently write a purposeful conclusion for their own piece, closing the idea with intention.

### TEKS — Writing Process & Writing Genre

**11(B)(ii)** Develop drafts into a focused, structured, and coherent piece of writing by developing a purposeful conclusion.

**12(B)(ii)** Compose informational texts using genre characteristics and craft.

### ELPS Breakouts

**5(B)** (Newly Acquired Vocabulary) Write using newly acquired basic vocabulary.

**5(G)** (Narrate, describe, explain) Narrate, describe, and explain with increasing specificity in writing.

## I WILL...

- I will reread my idea and details.
- I will plan how to wrap them up.
- I will write a conclusion on my own.
- I will make my ending purposeful.

## I CAN...

- I can reread my whole piece.
- I can plan a fitting conclusion.
- I can write a purposeful ending independently.
- I can explain how my ending closes my idea.



## NOTICE — Foundational

### TASK

Two conclusions end the same piece. **Point to the stronger, more purposeful one.**

### EXAMPLE

**A:** “And that's it.”

**B:** “Because they clean the air, give shade, and beautify streets, trees make a city a better place to live.”



### YOUR TURN

Point to B. A purposeful conclusion pulls the whole idea together.



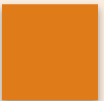
## CHOOSE — Emergent

### TASK

With support, choose the two things a strong conclusion should do here.

### EXAMPLE

( restate the idea / add a new topic / remind why it matters / start over )



### YOUR TURN

Choose the moves that make a purposeful conclusion.



## SHOW — Visible

### TASK

Show your thinking: write a conclusion that restates the idea AND reminds the reader why it matters.

### EXAMPLE

Idea + a two-part conclusion (restate + why it matters).



### YOUR TURN

Write a purposeful, two-part conclusion.



## OWN — Independent

### TASK

On your own, write a full short piece and land it with a purposeful conclusion. No supports.

### EXAMPLE

Idea + details + a purposeful conclusion (4–5 sentences).



### YOUR TURN

Write and conclude your own piece independently.



## DEFEND — Reflective

### TASK

Evaluate and transfer: explain how your conclusion is purposeful, then set a goal for your next ending.

### EXAMPLE

Explain: “My conclusion is purposeful because \_\_\_\_.”

Set a goal for your next piece.



### YOUR TURN

Defend the purpose of your ending and carry the habit forward.

# Thinking-Levels Chart

How this concept grows across the five RPLD levels

Apply the module's focus at each level of thinking — from noticing to defending.

|                                                                                     |                               |                                                                         |                                                                |
|-------------------------------------------------------------------------------------|-------------------------------|-------------------------------------------------------------------------|----------------------------------------------------------------|
|    | <b>NOTICE</b><br>Foundational | A purposeful conclusion pulls the whole idea together — not just stops. | <b>Weak vs. Strong</b><br><i>Which lands it?</i>               |
|    | <b>CHOOSE</b><br>Emergent     | A strong conclusion can restate the idea and remind why it matters.     | <b>Plan the Landing</b><br><i>What should it do?</i>           |
|    | <b>SHOW</b><br>Visible        | Combining moves (restate + why it matters) makes a stronger close.      | <b>Write With Purpose</b><br><i>Can I do both?</i>             |
|   | <b>OWN</b><br>Independent     | An independent writer lands a piece with a purposeful conclusion.       | <b>Independent Landing</b><br><i>Is it purposeful?</i>         |
|  | <b>DEFEND</b><br>Reflective   | Strong writers can explain why their ending is purposeful.              | <b>Evaluate &amp; Transfer</b><br><i>How is it purposeful?</i> |

Write your response — keep it short

Cluster 4 • Module 4

## YOUR WRITING TASK

**Write a short informational piece (idea + details). Land it with a purposeful conclusion that restates the idea and reminds the reader why it matters.**

*A purposeful conclusion closes the idea on purpose — make yours do real work.*

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# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

Cluster 4 • Module 4

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

States an idea without a conclusion.



## CHOOSE

Emergent

Adds a weak or abrupt ending.



## SHOW

Visible

Adds a conclusion that restates the idea.



## OWN

Independent

Writes a purposeful conclusion that closes the idea with intention.



## DEFEND

Reflective

Writes a purposeful conclusion AND explains how it lands the piece.

## STUDENT LEARNING OBJECTIVE

Students will keep a piece FOCUSED — every part stays on one controlling idea.

## TEKS — Writing Process & Writing Genre

**11(B)(i-iii)** Develop drafts into a focused, structured, and coherent piece of writing.

**12(B)(ii)** Compose informational texts using genre characteristics and craft.

## ELPS Breakouts

**5(B)** (Newly Acquired Vocabulary) Write using newly acquired basic vocabulary.

**5(F)** (Connecting words) Use connecting words to link ideas in writing.

## I WILL...

- I will name the one idea of a piece.
- I will find a part that goes off the idea.
- I will keep every sentence on topic.
- I will know why focus matters.

## I CAN...

- I can name a piece's main idea.
- I can spot a sentence that is off-topic.
- I can keep my writing on one idea.
- I can tell why focus helps a reader.



## NOTICE — Foundational

### TASK

One sentence goes off the main idea. **Point to the sentence that does NOT belong.**

### EXAMPLE

Idea: “Bikes are a great way to get around.”

They are fast. They save gas. I like pizza.



### YOUR TURN

Point to the off-topic sentence. Focus means every part stays on ONE idea.



## CHOOSE — Emergent

### TASK

With support, choose the sentence that keeps the piece focused.

### EXAMPLE

Idea: “Libraries help everyone.”

( They lend books for free. / My shoes are new. )



### YOUR TURN

Choose the sentence that stays on the main idea.



## SHOW — Visible

### TASK

Show your thinking: remove the off-topic sentence so the piece stays focused.

### EXAMPLE

Before (3 sentences, one drifts) → After (focused, drift removed).



### YOUR TURN

Cross out the sentence that breaks the focus.



## OWN — Independent

### TASK

On your own, write three sentences that ALL stay on one idea — no supports.

### EXAMPLE

Pick an idea. Write three sentences, all on that idea.



### YOUR TURN

Write a focused set of sentences yourself.



## DEFEND — Reflective

### TASK

Evaluate and transfer: explain how each sentence stays on the idea, then check your own writing for drift.

### EXAMPLE

Explain: “Every sentence is about \_\_\_\_.”

Then reread your own piece for off-topic parts.



### YOUR TURN

Defend that your writing stays focused, then transfer the check.

# Thinking-Levels Chart

How this concept grows across the five RPLD levels

Apply the module's focus at each level of thinking — from noticing to defending.

|                                                                                     |                               |                                                                |                                                     |
|-------------------------------------------------------------------------------------|-------------------------------|----------------------------------------------------------------|-----------------------------------------------------|
|    | <b>NOTICE</b><br>Foundational | Focus means every part of a piece stays on ONE main idea.      | <b>One Idea</b><br><i>Is it on topic?</i>           |
|    | <b>CHOOSE</b><br>Emergent     | A sentence that drifts off the idea breaks the focus.          | <b>Keep What Fits</b><br><i>Does it fit?</i>        |
|    | <b>SHOW</b><br>Visible        | Removing off-topic parts keeps a piece focused.                | <b>Cut the Drift</b><br><i>What should I cut?</i>   |
|   | <b>OWN</b><br>Independent     | A focused writer keeps every sentence on the idea.             | <b>Stay Focused</b><br><i>All on topic?</i>         |
|  | <b>DEFEND</b><br>Reflective   | Strong writers reread to catch anything that breaks the focus. | <b>Evaluate &amp; Transfer</b><br><i>Any drift?</i> |

Write your response — keep it short

Cluster 5 • Module 1

YOUR WRITING TASK

**Choose one idea. Write three sentences that ALL stay on that idea — no drifting.**

*Focus means everything you write is about the same main idea.*

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# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

Cluster 5 • Module 1

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

Writes sentences with no clear idea.



## CHOOSE

Emergent

Most sentences relate to one idea.



## SHOW

Visible

All sentences stay on one idea.



## OWN

Independent

Keeps a clear, tight focus across the piece.



## DEFEND

Reflective

Keeps focus AND can explain how each part stays on the idea.

# WRITING

## In the Right Order — Structure

Cluster 5 • Module 2

### STUDENT LEARNING OBJECTIVE

Students will STRUCTURE a piece with a clear beginning, middle, and end in a logical order.

### TEKS — Writing Process & Writing Genre

**11(B)(i-iii)** Develop drafts into a focused, structured, and coherent piece of writing.

**12(B)(ii)** Compose informational texts using genre characteristics and craft.

### ELPS Breakouts

**5(B)** (Newly Acquired Vocabulary) Write using newly acquired basic vocabulary.

**5(F)** (Connecting words) Use connecting words to link ideas in writing.

## I WILL...

- I will find the beginning, middle, and end.
- I will put parts in an order that makes sense.
- I will start with the idea and build.
- I will end by wrapping up.

## I CAN...

- I can name the parts of a piece.
- I can put ideas in a logical order.
- I can structure a beginning, middle, and end.
- I can tell why order helps a reader.



## NOTICE — Foundational

### TASK

Three sentences are out of order. **Point to the one that should come FIRST.**

### EXAMPLE

A: So gardens help in many ways. B: A garden is a place to grow plants. C: It gives food and beauty.



### YOUR TURN

Point to B (the idea). A structured piece starts with the idea, then details, then a wrap-up.



## CHOOSE — Emergent

### TASK

With support, choose the sentence that belongs in the MIDDLE (a detail), not the start or end.

### EXAMPLE

( Recess helps students. / It lets them move and rest their minds. / For these reasons, recess helps. )



### YOUR TURN

Choose the detail sentence for the middle.



## SHOW — Visible

### TASK

Show your thinking: arrange idea → detail → detail → wrap-up in a logical order.

### EXAMPLE

Scrambled sentences → put them in a sensible order.



### YOUR TURN

Order the parts: beginning, middle, end.



## OWN — Independent

### TASK

On your own, write a short piece with a clear beginning, middle, and end — no supports.

### EXAMPLE

Idea (begin) + two details (middle) + wrap-up (end).



### YOUR TURN

Write a structured piece yourself.



## DEFEND — Reflective

### TASK

Evaluate and transfer: explain why your order makes sense, then check the structure of your own writing.

### EXAMPLE

Explain: “This order works because \_\_\_\_.”

Then reread your own piece for order.



### YOUR TURN

Defend your structure, then transfer the check.

# Thinking-Levels Chart

How this concept grows across the five RPLD levels

Apply the module's focus at each level of thinking — from noticing to defending.

|                                                                                     |                               |                                                                 |                                                          |
|-------------------------------------------------------------------------------------|-------------------------------|-----------------------------------------------------------------|----------------------------------------------------------|
|    | <b>NOTICE</b><br>Foundational | Structure gives a piece a beginning, a middle, and an end.      | <b>The Parts</b><br><i>What comes first?</i>             |
|    | <b>CHOOSE</b><br>Emergent     | Details belong in the middle, between the idea and the wrap-up. | <b>Order the Middle</b><br><i>Where does it go?</i>      |
|    | <b>SHOW</b><br>Visible        | A logical order helps a reader follow the writing.              | <b>Put It in Order</b><br><i>Does the order flow?</i>    |
|   | <b>OWN</b><br>Independent     | A structured writer plans a clear beginning, middle, and end.   | <b>Structure It</b><br><i>Are all parts there?</i>       |
|  | <b>DEFEND</b><br>Reflective   | Strong writers check that their order makes sense to a reader.  | <b>Evaluate &amp; Transfer</b><br><i>Is it in order?</i> |

Write your response — keep it short

Cluster 5 • Module 2

YOUR WRITING TASK

**Write a short piece with a clear beginning (idea), middle (two details), and end (wrap-up), in a logical order.**

*Structure is about the ORDER — idea first, details in the middle, a wrap-up at the end.*

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# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

Cluster 5 • Module 2

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

Writes with no clear order.



## CHOOSE

Emergent

Has some order but parts are misplaced.



## SHOW

Visible

Has a clear beginning, middle, and end.



## OWN

Independent

Structures a logical, easy-to-follow piece.



## DEFEND

Reflective

Structures it well AND explains why the order works.

# WRITING

## STUDENT LEARNING OBJECTIVE

Students will make a piece COHERENT by connecting ideas with transition words so the writing flows.

## TEKS — Writing Process & Writing Genre

**11(B)(i-iii)** Develop drafts into a focused, structured, and coherent piece of writing.

**12(B)(ii)** Compose informational texts using genre characteristics and craft.

## ELPS Breakouts

**5(B)** (Newly Acquired Vocabulary) Write using newly acquired basic vocabulary.

**5(F)** (Connecting words) Use connecting words to link ideas in writing.

## I WILL...

- I will notice how ideas connect.
- I will add a connecting word.
- I will make one idea lead to the next.
- I will help my writing flow.

## I CAN...

- I can spot a connecting word.
- I can add a transition between ideas.
- I can make my writing flow.
- I can tell why coherence helps a reader.



## NOTICE — Foundational

### TASK

One version connects ideas; one is choppy. **Point to the version that flows.**

### EXAMPLE

A: “Bees gather nectar. Bees help plants.”

B: “Bees gather nectar, and as they do, they also help plants.”



### YOUR TURN

Point to B. Connecting words (and, because, so, also) make writing flow.



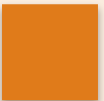
## CHOOSE — Emergent

### TASK

With support, choose the connecting word that fits.

### EXAMPLE

“The harbor was safe \_\_\_\_ ships could anchor.” ( and / because / so )



### YOUR TURN

Choose the connecting word that shows how the ideas relate.



## SHOW — Visible

### TASK

Show your thinking: join two choppy sentences with a connecting word.

### EXAMPLE

Before: “It rained. Crops grew.” → After: “It rained, so the crops grew.”



### YOUR TURN

Add a transition so the ideas flow together.



## OWN — Independent

### TASK

On your own, write three connected sentences using at least two transition words — no supports.

### EXAMPLE

Use words like first, next, because, so, also to connect ideas.



### YOUR TURN

Write flowing, connected sentences yourself.



## DEFEND — Reflective

### TASK

Evaluate and transfer: explain how your transitions connect ideas, then improve the flow of your own writing.

### EXAMPLE

Explain: “‘Because’ connects \_\_\_\_ to \_\_\_\_.”

Then reread your own piece and add a transition.



### YOUR TURN

Defend how your writing flows, then transfer the move.

# Thinking-Levels Chart

How this concept grows across the five RPLD levels

Apply the module's focus at each level of thinking — from noticing to defending.

|                                                                                     |                               |                                                                |                                                             |
|-------------------------------------------------------------------------------------|-------------------------------|----------------------------------------------------------------|-------------------------------------------------------------|
|    | <b>NOTICE</b><br>Foundational | Coherence means ideas connect and the writing flows.           | <b>Connect Ideas</b><br><i>Does it flow?</i>                |
|    | <b>CHOOSE</b><br>Emergent     | Connecting words show how ideas relate (and, because, so).     | <b>Choose a Connector</b><br><i>Which word fits?</i>        |
|    | <b>SHOW</b><br>Visible        | A transition joins two ideas so they read smoothly.            | <b>Add a Transition</b><br><i>How do they connect?</i>      |
|   | <b>OWN</b><br>Independent     | Several transitions make a whole piece flow.                   | <b>Make It Flow</b><br><i>Is it smooth?</i>                 |
|  | <b>DEFEND</b><br>Reflective   | Strong writers add transitions so a reader never feels a bump. | <b>Evaluate &amp; Transfer</b><br><i>Where to add flow?</i> |

Write your response — keep it short

Cluster 5 • Module 3

YOUR WRITING TASK

**Write three sentences about one idea. Connect them with at least two transition words so the writing flows.**

*Coherence means using connecting words (and, because, so, next, also) so ideas flow.*

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# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

Cluster 5 • Module 3

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

Writes choppy, disconnected sentences.



## CHOOSE

Emergent

Uses one connecting word.



## SHOW

Visible

Uses two or more transitions that connect ideas.



## OWN

Independent

Writes a smooth, coherent piece that flows.



## DEFEND

Reflective

Writes coherently AND explains how the transitions connect ideas.

# WRITING

Bring It Together — Focused, Structured, Coherent

Cluster 5 • Module 4

## STUDENT LEARNING OBJECTIVE

Students will independently write a piece that is focused, structured, AND coherent — all three at once.

## TEKS — Writing Process & Writing Genre

**11(B)(i-iii)** Develop drafts into a focused, structured, and coherent piece of writing.

**12(B)(ii)** Compose informational texts using genre characteristics and craft.

## ELPS Breakouts

**5(B)** (Newly Acquired Vocabulary) Write using newly acquired basic vocabulary.

**5(F)** (Connecting words) Use connecting words to link ideas in writing.

## I WILL...

- I will keep one clear idea (focus).
- I will use a clear order (structure).
- I will connect my ideas (coherence).
- I will make my whole piece work together.

## I CAN...

- I can keep a piece focused.
- I can structure it in order.
- I can connect ideas so it flows.
- I can write a focused, structured, coherent piece on my own.



## NOTICE — Foundational

### TASK

A piece is off in one way — focus, structure, OR coherence. **Point to what it is missing.**

### EXAMPLE

A piece that drifts off topic → it lacks ( focus / structure / coherence ).



### YOUR TURN

Point to the missing quality. A strong piece has all three.



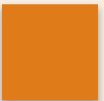
## CHOOSE — Emergent

### TASK

With support, choose the fix for a piece that is choppy and hard to follow.

### EXAMPLE

( add transitions / add a new topic / delete the ending )



### YOUR TURN

Choose the fix that improves coherence.



## SHOW — Visible

### TASK

Show your thinking: take a rough piece and improve its focus, order, AND flow.

### EXAMPLE

Rough piece → focused + reordered + connected version.



### YOUR TURN

Revise a piece so it is focused, structured, and coherent.



## OWN — Independent

### TASK

On your own, write a short piece that is focused, structured, and coherent. No supports.

### EXAMPLE

One idea + logical order + connecting words (4–6 sentences).



### YOUR TURN

Write a focused, structured, coherent piece independently.



## DEFEND — Reflective

### TASK

Evaluate and transfer: explain how your piece is focused, structured, AND coherent, then set a next goal.

### EXAMPLE

Explain: “My piece is focused/structured/coherent because \_\_\_\_.”

Set a goal for your next piece.



### YOUR TURN

Defend all three qualities and carry the habits forward.

# Thinking-Levels Chart

How this concept grows across the five RPLD levels

Apply the module's focus at each level of thinking — from noticing to defending.

|                                                                                     |                               |                                                                        |                                                               |
|-------------------------------------------------------------------------------------|-------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------|
|    | <b>NOTICE</b><br>Foundational | A strong piece is focused, structured, AND coherent — all three.       | <b>All Three</b><br><i>What's missing?</i>                    |
|    | <b>CHOOSE</b><br>Emergent     | Choppy, hard-to-follow writing usually needs transitions.              | <b>Fix One</b><br><i>Which fix helps?</i>                     |
|    | <b>SHOW</b><br>Visible        | Revising can improve focus, order, and flow together.                  | <b>Revise All Three</b><br><i>Can I fix all three?</i>        |
|   | <b>OWN</b><br>Independent     | An independent writer brings focus, structure, and coherence together. | <b>Write It All</b><br><i>Does it all work?</i>               |
|  | <b>DEFEND</b><br>Reflective   | Strong writers can explain how their piece meets all three qualities.  | <b>Evaluate &amp; Transfer</b><br><i>Are all three there?</i> |

Write your response — keep it short

Cluster 5 • Module 4

## YOUR WRITING TASK

**Write a short informational piece that is focused (one idea), structured (clear order), and coherent (connected with transitions).**

*Bring all three together: stay on one idea, keep a clear order, and connect your sentences.*

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# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

Cluster 5 • Module 4

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

Missing two or more of the three qualities.



## CHOOSE

Emergent

Shows one of the three qualities.



## SHOW

Visible

Shows two of the three qualities.



## OWN

Independent

Focused, structured, AND coherent all at once.



## DEFEND

Reflective

Meets all three AND explains how the piece achieves each.

## STUDENT LEARNING OBJECTIVE

Students will state a clear opinion and tell it apart from a fact.

## TEKS — Writing Process & Writing Genre

- 11(B)(iii)** Develop an engaging idea with specific reasons and details.
- 12(C)(i)** Compose opinion essays using genre characteristics and craft.
- 12(D)(i)** Compose correspondence such as thank-you notes or letters.

## ELPS Breakouts

- 5(B)** (Newly Acquired Vocabulary) Write using newly acquired basic vocabulary.
- 5(E)** (Employ complex structures) Employ increasingly complex grammatical structures to express opinions.

## I WILL...

- I will tell an opinion from a fact.
- I will state what I think clearly.
- I will use opinion words (I think, I believe).
- I will make my opinion easy to understand.

## I CAN...

- I can tell an opinion from a fact.
- I can state a clear opinion.
- I can use opinion words.
- I can give my opinion on a topic.



## NOTICE — Foundational

### TASK

One sentence is a FACT, one is an OPINION. **Point to the opinion.**

### EXAMPLE

**A (fact):** Recess is 20 minutes long.

**B (opinion):** Recess is the best part of the day.



### YOUR TURN

Point to B. An opinion tells what someone thinks or believes.



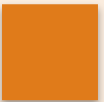
## CHOOSE — Emergent

### TASK

With support, choose the clear opinion sentence.

### EXAMPLE

( Dogs have four legs. / Dogs make the best pets. )



### YOUR TURN

Choose the sentence that states what someone thinks.



## SHOW — Visible

### TASK

Show your thinking: turn a weak statement into a clear opinion using an opinion word.

### EXAMPLE

Weak: “Pizza.” → Clear: “I think pizza is the best lunch.”



### YOUR TURN

Rewrite it as a clear opinion with an opinion word.



## OWN — Independent

### TASK

On your own, write a clear opinion about a topic you care about — no supports.

### EXAMPLE

Topic: a favorite season, food, or activity. State your opinion clearly.



### YOUR TURN

Write your own clear opinion sentence.



## DEFEND — Reflective

### TASK

Evaluate and transfer: explain what makes your sentence an opinion, then find an opinion in your own writing.

### EXAMPLE

Explain: “This is an opinion because \_\_\_\_.”



### YOUR TURN

Defend that it is an opinion, then transfer the idea.

# Thinking-Levels Chart

How this concept grows across the five RPLD levels

Apply the module's focus at each level of thinking — from noticing to defending.

|                                                                                     |                               |                                                                          |                                                           |
|-------------------------------------------------------------------------------------|-------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------|
|    | <b>NOTICE</b><br>Foundational | An opinion tells what someone thinks or believes; a fact can be checked. | <b>Opinion vs. Fact</b><br><i>Can it be checked?</i>      |
|    | <b>CHOOSE</b><br>Emergent     | A clear opinion states a position plainly.                               | <b>Choose the Opinion</b><br><i>What do I think?</i>      |
|    | <b>SHOW</b><br>Visible        | Opinion words (I think, I believe, the best) signal an opinion.          | <b>State It Clearly</b><br><i>Is it clear?</i>            |
|   | <b>OWN</b><br>Independent     | A writer can state an opinion on any topic.                              | <b>Give Your Opinion</b><br><i>What is my view?</i>       |
|  | <b>DEFEND</b><br>Reflective   | Strong writers know the difference between opinion and fact.             | <b>Evaluate &amp; Transfer</b><br><i>Opinion or fact?</i> |

Write your response — keep it short

Cluster 6 • Module 1

YOUR WRITING TASK

**Pick a topic you have an opinion about. Write ONE clear opinion sentence using an opinion word.**

*An opinion says what YOU think — use words like “I think,” “I believe,” or “the best.”*

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# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

Cluster 6 • Module 1

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

Writes a sentence.



## CHOOSE

Emergent

Writes a statement that is mostly a fact.



## SHOW

Visible

States a clear opinion.



## OWN

Independent

States a clear opinion with an opinion word.



## DEFEND

Reflective

States a clear opinion AND explains why it is an opinion.

# WRITING

## STUDENT LEARNING OBJECTIVE

Students will support an opinion with clear reasons — the “because” that backs it up.

## TEKS — Writing Process & Writing Genre

- 11(B)(iii)**      Develop an engaging idea with specific reasons and details.
- 12(C)(i)**      Compose opinion essays using genre characteristics and craft.
- 12(D)(i)**      Compose correspondence such as thank-you notes or letters.

## ELPS Breakouts

- 5(B)**      (Newly Acquired Vocabulary) Write using newly acquired basic vocabulary.
- 5(E)**      (Employ complex structures) Employ increasingly complex grammatical structures to express opinions.

## I WILL...

- I will state my opinion.
- I will add a reason with “because.”
- I will give reasons that fit my opinion.
- I will make my reasons clear.

## I CAN...

- I can add a reason to my opinion.
- I can use the word “because.”
- I can give reasons that support my view.
- I can give two reasons for an opinion.



## NOTICE — Foundational

### TASK

One sentence gives a reason for the opinion. **Point to the reason.**

### EXAMPLE

Opinion: “Libraries are great.”

A: They are quiet. B: Because you can borrow any book for free.



### YOUR TURN

Point to B. A reason tells WHY — it often uses “because.”



## CHOOSE — Emergent

### TASK

With support, choose the reason that supports the opinion.

### EXAMPLE

Opinion: “Recess is important.”

( It is fun. / Because it helps students rest their minds and focus. )



### YOUR TURN

Choose the reason that gives a real WHY.



## SHOW — Visible

### TASK

Show your thinking: add a “because” reason to an opinion.

### EXAMPLE

Opinion: “Reading is a great habit.” → “...because it grows your imagination and vocabulary.”



### YOUR TURN

Add a clear reason with “because.”



## OWN — Independent

### TASK

On your own, state an opinion and give TWO reasons — no supports.

### EXAMPLE

Your opinion + two reasons that support it.



### YOUR TURN

Write an opinion with two reasons yourself.



## DEFEND — Reflective

### TASK

Evaluate and transfer: explain how each reason supports your opinion, then add a reason to your own writing.

### EXAMPLE

Explain: “This reason supports my opinion because \_\_\_\_.”



### YOUR TURN

Defend your reasons, then transfer the move.

# Thinking-Levels Chart

How this concept grows across the five RPLD levels

Apply the module's focus at each level of thinking — from noticing to defending.



**NOTICE**  
Foundational

A reason tells WHY you hold an opinion — it often uses “because.”

**Find the Reason**  
*Does it say why?*



**CHOOSE**  
Emergent

A good reason really supports the opinion.

**Match the Reason**  
*Does it fit?*



**SHOW**  
Visible

Adding “because…” turns an opinion into an argument.

**Add a Reason**  
*Why do I think so?*



**OWN**  
Independent

Two reasons make an opinion stronger.

**Two Reasons**  
*Can I add another?*



**DEFEND**  
Reflective

Strong writers give reasons that clearly back their opinion.

**Evaluate & Transfer**  
*Do my reasons fit?*

Write your response — keep it short

Cluster 6 • Module 2

YOUR WRITING TASK

**State an opinion. Then give TWO reasons that support it, each with a clear “because.”**

*A reason answers WHY you think what you think.*

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# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

Cluster 6 • Module 2

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

States an opinion only.



## CHOOSE

Emergent

Adds a reason that is weak or off-topic.



## SHOW

Visible

Adds one clear reason.



## OWN

Independent

Adds two reasons that support the opinion.



## DEFEND

Reflective

Adds two reasons AND explains how they support the opinion.

## STUDENT LEARNING OBJECTIVE

Students will strengthen a reason with an example or detail that shows it is true.

## TEKS — Writing Process & Writing Genre

- 11(B)(iii)** Develop an engaging idea with specific reasons and details.
- 12(C)(i)** Compose opinion essays using genre characteristics and craft.
- 12(D)(i)** Compose correspondence such as thank-you notes or letters.

## ELPS Breakouts

- 5(B)** (Newly Acquired Vocabulary) Write using newly acquired basic vocabulary.
- 5(E)** (Employ complex structures) Employ increasingly complex grammatical structures to express opinions.

## I WILL...

- I will read my reason.
- I will add an example that proves it.
- I will pick support that fits.
- I will make my reason believable.

## I CAN...

- I can add an example to a reason.
- I can choose support that fits.
- I can make a reason believable.
- I can back an opinion with examples.



## NOTICE — Foundational

### TASK

One sentence supports the reason with an example. **Point to the supporting example.**

### EXAMPLE

Reason: Dogs are helpful. A: They are cute. B: For example, dogs guide people who cannot see.



### YOUR TURN

Point to B. An example shows the reason is true.



## CHOOSE — Emergent

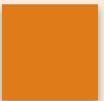
### TASK

With support, choose the example that best backs the reason.

### EXAMPLE

Reason: Recess helps focus.

( Students run around. / For example, after recess a class solves math problems faster. )



### YOUR TURN

Choose the example that proves the reason.



## SHOW — Visible

### TASK

Show your thinking: add an example that supports the reason.

### EXAMPLE

Reason: “Libraries help everyone.” → “For example, a family with no money can still read hundreds of books.”



### YOUR TURN

Add a supporting example to the reason.



## OWN — Independent

### TASK

On your own, give an opinion, a reason, AND an example that supports it — no supports.

### EXAMPLE

Opinion + reason + one example.



### YOUR TURN

Write opinion, reason, and support yourself.



## DEFEND — Reflective

### TASK

Evaluate and transfer: explain how your example proves your reason, then add support to your own writing.

### EXAMPLE

Explain: “This example proves my reason because \_\_\_\_.”



### YOUR TURN

Defend your support, then transfer the move.

# Thinking-Levels Chart

How this concept grows across the five RPLD levels

Apply the module's focus at each level of thinking — from noticing to defending.

|                                                                                     |                               |                                                       |                                                        |
|-------------------------------------------------------------------------------------|-------------------------------|-------------------------------------------------------|--------------------------------------------------------|
|    | <b>NOTICE</b><br>Foundational | An example or detail shows that a reason is true.     | <b>Spot the Support</b><br><i>Does it prove it?</i>    |
|    | <b>CHOOSE</b><br>Emergent     | The best support clearly backs the reason.            | <b>Choose Support</b><br><i>Does it fit?</i>           |
|    | <b>SHOW</b><br>Visible        | Adding “for example...” makes a reason believable.    | <b>Add an Example</b><br><i>How do I prove it?</i>     |
|   | <b>OWN</b><br>Independent     | Opinion + reason + example is a strong support chain. | <b>Support It</b><br><i>Is it backed up?</i>           |
|  | <b>DEFEND</b><br>Reflective   | Strong writers back every reason with real support.   | <b>Evaluate &amp; Transfer</b><br><i>Is it proven?</i> |

Write your response — keep it short

Cluster 6 • Module 3

YOUR WRITING TASK

**Give an opinion and one reason. Then add an example that supports the reason.**

*Support proves your reason — use “for example” to show it is true.*

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# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

Cluster 6 • Module 3

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

Gives an opinion only.



## CHOOSE

Emergent

Gives a reason but no support.



## SHOW

Visible

Adds an example that supports the reason.



## OWN

Independent

Adds a fitting example that clearly backs the reason.



## DEFEND

Reflective

Adds support AND explains how it proves the reason.

# WRITING

## Make Your Case — A Full Opinion Piece

Cluster 6 • Module 4

### STUDENT LEARNING OBJECTIVE

Students will independently write a full opinion piece: opinion, reasons, support, and a conclusion.

### TEKS — Writing Process & Writing Genre

- 11(B)(iii)** Develop an engaging idea with specific reasons and details.
- 12(C)(i)** Compose opinion essays using genre characteristics and craft.
- 12(D)(i)** Compose correspondence such as thank-you notes or letters.

### ELPS Breakouts

- 5(B)** (Newly Acquired Vocabulary) Write using newly acquired basic vocabulary.
- 5(E)** (Employ complex structures) Employ increasingly complex grammatical structures to express opinions.

## I WILL...

- I will state my opinion.
- I will give reasons and support.
- I will conclude by restating my opinion.
- I will make a complete case.

## I CAN...

- I can state an opinion.
- I can give reasons with support.
- I can conclude an opinion piece.
- I can write a full opinion piece on my own.



## NOTICE — Foundational

### TASK

Two responses give an opinion. **Point to the one that makes a complete case.**

### EXAMPLE

A: “Recess is the best.”

B: “Recess is important because it helps students focus. For example, classes work better after a break. Schools should protect recess time.”



### YOUR TURN

Point to B. A full opinion piece has opinion, reasons, support, and a conclusion.



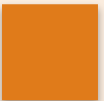
## CHOOSE — Emergent

### TASK

With support, choose the parts a strong opinion piece needs.

### EXAMPLE

( opinion + reasons + support + conclusion / just an opinion / only facts )



### YOUR TURN

Choose the full set of parts for an opinion piece.



## SHOW — Visible

### TASK

Show your thinking: write an opinion + one reason + support + a concluding sentence.

### EXAMPLE

Opinion → reason (“because...”) → example (“for example...”) → conclusion (restate).



### YOUR TURN

Build a short, complete opinion piece.



## OWN — Independent

### TASK

On your own, write a full opinion piece with two reasons and support. No supports.

### EXAMPLE

Opinion + two reasons + examples + conclusion (5–6 sentences).



### YOUR TURN

Write your full opinion piece independently.



## DEFEND — Reflective

### TASK

Evaluate and transfer: explain how your piece makes a complete case, then set a goal for your next argument.

### EXAMPLE

Explain: “My case is complete because it has \_\_\_\_.”



### YOUR TURN

Defend that your case is complete and carry the habits forward.

# Thinking-Levels Chart

How this concept grows across the five RPLD levels

Apply the module's focus at each level of thinking — from noticing to defending.



**NOTICE**  
Foundational

A full opinion piece has an opinion, reasons, support, and a conclusion.

**Complete Case**  
*Are all parts there?*



**CHOOSE**  
Emergent

Planning the parts first makes a stronger argument.

**Plan the Case**  
*What parts do I need?*



**SHOW**  
Visible

A conclusion restates the opinion to close the case.

**Build the Case**  
*How do I close it?*



**OWN**  
Independent

An independent writer can make a complete, convincing case.

**Write Your Case**  
*Is it convincing?*



**DEFEND**  
Reflective

Strong writers can explain how their argument is complete.

**Evaluate & Transfer**  
*Is the case complete?*

Write your response — keep it short

Cluster 6 • Module 4

## YOUR WRITING TASK

**Write a full opinion piece: state your opinion, give two reasons with support, and end with a conclusion that restates your opinion.**

*A complete case = opinion + reasons + support + a conclusion.*

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# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

Cluster 6 • Module 4

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

States an opinion only.



## CHOOSE

Emergent

Opinion + a reason, no conclusion.



## SHOW

Visible

Opinion + reasons + support.



## OWN

Independent

A complete opinion piece with a conclusion.



## DEFEND

Reflective

A complete, convincing case AND can explain how each part works.

# WRITING

The Heart of It — Message & Feeling

Cluster 7 • Module 1

## STUDENT LEARNING OBJECTIVE

Students will find the message and feeling of a story or poem and name what it makes a reader feel.

## TEKS — Writing Process & Writing Genre

- 11(B)(iii)** Develop an engaging idea with descriptive craft.
- 12(A)(i-ii)** Compose literary/personal narratives using genre characteristics and craft.
- 12(A)(iii-iv)** Compose poetry using genre characteristics and craft.

## ELPS Breakouts

- 5(B)** (Newly Acquired Vocabulary) Write using newly acquired basic vocabulary.
- 5(F)** (Descriptive language) Use descriptive and figurative language in writing.

## I WILL...

- I will find what a story or poem is really about.
- I will name the feeling it creates.
- I will tell the message from the events.
- I will read for meaning, not just words.

## I CAN...

- I can name a story or poem's message.
- I can name the feeling it creates.
- I can tell meaning from events.
- I can say why a piece matters.



## NOTICE — Foundational

### TASK

One sentence retells events; one names the message. **Point to the message.**

### EXAMPLE

**A:** The boy planted a seed and it grew.

**B:** With patience and care, even small things can grow into something great.



### YOUR TURN

Point to B. The message is the bigger idea behind the events.



## CHOOSE — Emergent

### TASK

With support, choose the feeling a hopeful poem creates.

### EXAMPLE

A poem about a dream growing: ( scary / hopeful )



### YOUR TURN

Choose the feeling the poem creates.



## SHOW — Visible

### TASK

Show your thinking: read a short story and write its message in one sentence.

### EXAMPLE

Events → “The message is that \_\_\_\_.”



### YOUR TURN

State the message the events point to.



## OWN — Independent

### TASK

On your own, read a short poem and name its message AND feeling — no supports.

### EXAMPLE

Read the poem. Write the message and the feeling it creates.



### YOUR TURN

Name the message and feeling yourself.



## DEFEND — Reflective

### TASK

Evaluate and transfer: explain how the words create the message and feeling, then plan a message for your own piece.

### EXAMPLE

Explain: “The feeling is \_\_\_\_ because the words \_\_\_\_.”



### YOUR TURN

Defend your reading, then plan a message of your own.

# Thinking-Levels Chart

How this concept grows across the five RPLD levels

Apply the module's focus at each level of thinking — from noticing to defending.



**NOTICE**  
Foundational

A story or poem has a message — the bigger idea behind the events.

**Words vs. Meaning**  
*What is it really about?*



**CHOOSE**  
Emergent

Poems and stories create a feeling in the reader.

**Name the Feeling**  
*How does it feel?*



**SHOW**  
Visible

The message is the meaning the events point to.

**Name the Message**  
*What is the point?*



**OWN**  
Independent

A reader can find both the message and the feeling.

**Find It**  
*Message and feeling?*



**DEFEND**  
Reflective

Strong writers plan a message and feeling before they write.

**Evaluate & Transfer**  
*What will mine be?*

Write your response — keep it short

Cluster 7 • Module 1

YOUR WRITING TASK

**Think of a story or poem you know. In 1–2 lines, write its message and the feeling it creates.**

*The message is the big idea; the feeling is what it makes a reader feel.*

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# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

Cluster 7 • Module 1

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

Retells events only.



## CHOOSE

Emergent

Names a message OR a feeling.



## SHOW

Visible

Names both a message and a feeling.



## OWN

Independent

Names a clear message and feeling from the piece.



## DEFEND

Reflective

Names message and feeling AND explains how the words create them.

# WRITING

Show, Don't Tell — Vivid Words & Imagery

Cluster 7 • Module 2

## STUDENT LEARNING OBJECTIVE

Students will use vivid words and imagery (pictures and comparisons) to create a feeling.

## TEKS — Writing Process & Writing Genre

- 11(B)(iii)** Develop an engaging idea with descriptive craft.
- 12(A)(i-ii)** Compose literary/personal narratives using genre characteristics and craft.
- 12(A)(iii-iv)** Compose poetry using genre characteristics and craft.

## ELPS Breakouts

- 5(B)** (Newly Acquired Vocabulary) Write using newly acquired basic vocabulary.
- 5(F)** (Descriptive language) Use descriptive and figurative language in writing.

## I WILL...

- I will trade a plain word for a vivid one.
- I will paint a picture with words.
- I will use a comparison (like/as).
- I will make my reader SEE it.

## I CAN...

- I can pick a vivid word.
- I can create an image.
- I can use a simple comparison.
- I can show instead of tell.



## NOTICE — Foundational

### TASK

One line tells; one shows with an image. **Point to the vivid, show line.**

### EXAMPLE

**A:** The dog was happy.

**B:** The dog spun in circles, tail whipping like a flag.



### YOUR TURN

Point to B. Vivid words and images SHOW the reader a picture.



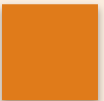
## CHOOSE — Emergent

### TASK

With support, choose the line with a picture or comparison.

### EXAMPLE

( The rain fell. / The rain drummed on the roof like a hundred tiny feet. )



### YOUR TURN

Choose the line that paints a picture.



## SHOW — Visible

### TASK

Show your thinking: turn a plain sentence into a vivid one with an image or comparison.

### EXAMPLE

Plain: “The sun was bright.” → Vivid: “The sun blazed like a golden coin.”



### YOUR TURN

Rewrite the line to show, not tell.



## OWN — Independent

### TASK

On your own, write two vivid lines that show a feeling — use at least one comparison. No supports.

### EXAMPLE

Show a feeling (excited, calm, scared) with images and a like/as comparison.



### YOUR TURN

Write vivid, showing lines yourself.



## DEFEND — Reflective

### TASK

Evaluate and transfer: explain how your image creates a feeling, then add an image to your own writing.

### EXAMPLE

Explain: “My image makes the reader feel \_\_\_\_.”



### YOUR TURN

Defend your craft, then transfer the move.

# Thinking-Levels Chart

Slide 8 of 10

How this concept grows across the five RPLD levels

Cluster 7 • Module 2

*Apply the module's focus at each level of thinking — from noticing to defending.*



## NOTICE

Foundational

Vivid words and images SHOW a picture instead of just telling.

### Show vs. Tell

*Can I see it?*



## CHOOSE

Emergent

A comparison (like/as) helps a reader picture something.

### Choose the Image

*Is there a picture?*



## SHOW

Visible

Trading a plain word for a vivid one adds craft.

### Add an Image

*How can I show it?*



## OWN

Independent

Images create a feeling the reader can sense.

### Show It

*Does it show a feeling?*



## DEFEND

Reflective

Strong writers add images on purpose to create feeling.

### Evaluate & Transfer

*Where to add an image?*

Write your response — keep it short

Cluster 7 • Module 2

## YOUR WRITING TASK

**Write two vivid lines that SHOW a feeling (not tell it). Use at least one comparison with “like” or “as.”**

*Show, don't tell — paint a picture with words and a comparison.*

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# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

Cluster 7 • Module 2

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

Writes plain, telling lines.



## CHOOSE

Emergent

Uses one vivid word.



## SHOW

Visible

Uses an image or a comparison.



## OWN

Independent

Uses vivid words AND a comparison to show a feeling.



## DEFEND

Reflective

Shows with craft AND explains how it creates the feeling.

# WRITING

## STUDENT LEARNING OBJECTIVE

Students will shape a narrative in order (beginning, middle, end) or a poem in lines that fit the feeling.

## TEKS — Writing Process & Writing Genre

- 11(B)(iii)** Develop an engaging idea with descriptive craft.
- 12(A)(i-ii)** Compose literary/personal narratives using genre characteristics and craft.
- 12(A)(iii-iv)** Compose poetry using genre characteristics and craft.

## ELPS Breakouts

- 5(B)** (Newly Acquired Vocabulary) Write using newly acquired basic vocabulary.
- 5(F)** (Descriptive language) Use descriptive and figurative language in writing.

## I WILL...

- I will put story events in order.
- I will break a poem into lines.
- I will match the shape to the meaning.
- I will build a clear beginning, middle, and end.

## I CAN...

- I can order story events.
- I can shape a poem into lines.
- I can match form to feeling.
- I can structure a narrative or poem.



## NOTICE — Foundational

### TASK

Three story events are scrambled. **Point to the one that should come FIRST.**

### EXAMPLE

A: So she never gave up again. B: Maya's model fell apart. C: She studied it and rebuilt it.



### YOUR TURN

Point to B. A narrative moves beginning → middle → end.



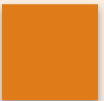
## CHOOSE — Emergent

### TASK

With support, choose the better place to break a poem line for effect.

### EXAMPLE

“The little dream grew brave / and bright.” ( keep as is / run it into one long line )



### YOUR TURN

Choose the version whose line breaks fit the feeling.



## SHOW — Visible

### TASK

Show your thinking: order three events into a beginning, middle, and end (or break a couplet into lines).

### EXAMPLE

Scrambled events → ordered narrative; OR one sentence → two poem lines.



### YOUR TURN

Shape the piece so the form fits the meaning.



## OWN — Independent

### TASK

On your own, write a tiny narrative (begin/middle/end) OR a 4-line poem — no supports.

### EXAMPLE

Choose narrative or poem and shape it clearly.



### YOUR TURN

Shape your own narrative or poem.



## DEFEND — Reflective

### TASK

Evaluate and transfer: explain how your order or lines fit the meaning, then reshape a piece of your own.

### EXAMPLE

Explain: “This order/these lines fit because \_\_\_\_.”



### YOUR TURN

Defend your shape, then transfer the move.

Apply the module's focus at each level of thinking — from noticing to defending.

|                                                                                     |                               |                                                                 |                                                          |
|-------------------------------------------------------------------------------------|-------------------------------|-----------------------------------------------------------------|----------------------------------------------------------|
|    | <b>NOTICE</b><br>Foundational | A narrative has a beginning, middle, and end in order.          | <b>Order Events</b><br><i>What comes first?</i>          |
|    | <b>CHOOSE</b><br>Emergent     | Poem line breaks can shape pause, emphasis, and feeling.        | <b>Break the Lines</b><br><i>Where to break?</i>         |
|    | <b>SHOW</b><br>Visible        | The shape of a piece should fit its meaning.                    | <b>Shape It</b><br><i>Does form fit meaning?</i>         |
|   | <b>OWN</b><br>Independent     | A writer chooses narrative order or poem lines on purpose.      | <b>Structure It</b><br><i>Is it shaped clearly?</i>      |
|  | <b>DEFEND</b><br>Reflective   | Strong writers can explain why they shaped a piece as they did. | <b>Evaluate &amp; Transfer</b><br><i>Why this shape?</i> |

Write your response — keep it short

Cluster 7 • Module 3

YOUR WRITING TASK

**Write a tiny narrative with a clear beginning, middle, and end — OR a 4-line poem shaped to fit its feeling.**

*Shape your piece: order the events, or break the lines, so the form fits the meaning.*

# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

Cluster 7 • Module 3

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

No clear shape or order.



## CHOOSE

Emergent

Some order or line shape.



## SHOW

Visible

Clear beginning-middle-end or clear lines.



## OWN

Independent

A well-shaped narrative or poem.



## DEFEND

Reflective

Well shaped AND explains how the form fits the meaning.

# WRITING

Write It — Compose a Narrative or Poem

Cluster 7 • Module 4

## STUDENT LEARNING OBJECTIVE

Students will independently compose a short narrative or poem using genre characteristics and craft.

## TEKS — Writing Process & Writing Genre

- 11(B)(iii)** Develop an engaging idea with descriptive craft.
- 12(A)(i-ii)** Compose literary/personal narratives using genre characteristics and craft.
- 12(A)(iii-iv)** Compose poetry using genre characteristics and craft.

## ELPS Breakouts

- 5(B)** (Newly Acquired Vocabulary) Write using newly acquired basic vocabulary.
- 5(F)** (Descriptive language) Use descriptive and figurative language in writing.

## I WILL...

- I will choose narrative or poem.
- I will use a clear feeling and images.
- I will shape it well.
- I will end it in a satisfying way.

## I CAN...

- I can choose a genre.
- I can use vivid craft.
- I can shape my piece.
- I can compose a complete narrative or poem.



## NOTICE — Foundational

### TASK

Two pieces answer the same prompt. **Point to the one that is a complete, crafted narrative.**

### EXAMPLE

A: “A dog ran. The end.”

B: “Rusty burst through the gate like a comet, chasing the ball until the whole yard rang with his joyful barks.”



### YOUR TURN

Point to B. A complete piece has a feeling, images, and a shape.



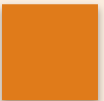
## CHOOSE — Emergent

### TASK

With support, choose the parts your piece will need.

### EXAMPLE

( feeling + images + shape + ending / just one sentence / a list of facts )



### YOUR TURN

Choose the parts of a crafted narrative or poem.



## SHOW — Visible

### TASK

Show your thinking: draft a short piece with a feeling, one image, and an ending.

### EXAMPLE

Choose a moment or image → draft 3–5 lines with craft and an ending.



### YOUR TURN

Draft a crafted piece with an ending.



## OWN — Independent

### TASK

On your own, compose a complete short narrative OR poem with craft. No supports.

### EXAMPLE

Your own topic. A feeling, images, a shape, and a satisfying ending.



### YOUR TURN

Compose your own complete piece.



## DEFEND — Reflective

### TASK

Evaluate and transfer: explain the craft moves you used, then set a goal for your next piece.

### EXAMPLE

Explain: “I used \_\_\_\_ to create \_\_\_\_.”



### YOUR TURN

Defend your craft and carry the habits forward.

# Thinking-Levels Chart

How this concept grows across the five RPLD levels

Apply the module's focus at each level of thinking — from noticing to defending.

|                                                                                     |                               |                                                                 |                                                                |
|-------------------------------------------------------------------------------------|-------------------------------|-----------------------------------------------------------------|----------------------------------------------------------------|
|    | <b>NOTICE</b><br>Foundational | A complete piece has a feeling, images, a shape, and an ending. | <b>Complete Piece</b><br><i>Are all parts there?</i>           |
|    | <b>CHOOSE</b><br>Emergent     | Planning the parts first makes a stronger piece.                | <b>Plan It</b><br><i>What will it need?</i>                    |
|    | <b>SHOW</b><br>Visible        | Craft moves (images, comparisons) bring a piece to life.        | <b>Draft With Craft</b><br><i>Which moves will I use?</i>      |
|   | <b>OWN</b><br>Independent     | An independent writer composes a complete narrative or poem.    | <b>Compose It</b><br><i>Is it complete?</i>                    |
|  | <b>DEFEND</b><br>Reflective   | Strong writers can name the craft moves they used.              | <b>Evaluate &amp; Transfer</b><br><i>What craft did I use?</i> |

Write your response — keep it short

Cluster 7 • Module 4

## YOUR WRITING TASK

**Compose a short narrative OR poem of your own. Give it a clear feeling, at least one vivid image, a clear shape, and a satisfying ending.**

*Use everything: message + feeling, vivid images, a clear shape, and a real ending.*

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# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

Cluster 7 • Module 4

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

An incomplete or shapeless piece.



## CHOOSE

Emergent

Has a feeling OR an image.



## SHOW

Visible

Has feeling, an image, and a shape.



## OWN

Independent

A complete, crafted narrative or poem with an ending.



## DEFEND

Reflective

A crafted, complete piece AND explains the craft moves used.

# WRITING

## The Big Idea — A Research Thesis

Cluster 8 • Module 1

### STUDENT LEARNING OBJECTIVE

Students will turn research facts into one clear central idea (thesis) — not just a pile of facts.

### TEKS — Writing Process & Writing Genre

**13(B-C)** Develop and follow a research plan; gather and organize relevant information from sources.

**12(B)(i-iii)** Compose informational/research texts with a clear central idea, organized facts, and craft.

### ELPS Breakouts

**5(B)** (Newly Acquired Vocabulary) Write using newly acquired academic vocabulary.

**5(G)** (Narrate, describe, explain) Explain information from sources with increasing specificity in writing.

## I WILL...

- I will read the facts I gathered.
- I will find what they add up to.
- I will write one clear central idea.
- I will tell a thesis from a single fact.

## I CAN...

- I can tell a thesis from a fact.
- I can find what facts add up to.
- I can write a clear central idea.
- I can turn research into one idea.



## NOTICE — Foundational

### TASK

One sentence is a single fact; one is the big idea the facts show. **Point to the big idea.**

### EXAMPLE

**A (fact):** A river gives water.

**B (thesis):** A community's place gives it the resources it needs to grow.



### YOUR TURN

Point to B. A thesis is the ONE idea all the facts point to.



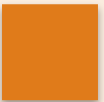
## CHOOSE — Emergent

### TASK

With support, choose the sentence that could be a research thesis.

### EXAMPLE

( Forests have trees. / The land, water, and resources of a place shape how a community lives. )



### YOUR TURN

Choose the idea that many facts could support.



## SHOW — Visible

### TASK

Show your thinking: read three facts and write the one idea they add up to.

### EXAMPLE

Facts about rivers, forests, harbors → one central idea about resources.



### YOUR TURN

Write the central idea the facts point to.



## OWN — Independent

### TASK

On your own, turn a small set of facts into a clear central idea — no supports.

### EXAMPLE

Given 3 facts on a topic, write the thesis they support.



### YOUR TURN

Write a research thesis yourself.



## DEFEND — Reflective

### TASK

Evaluate and transfer: explain how the facts support your thesis, then plan a thesis for your own topic.

### EXAMPLE

Explain: “These facts add up to \_\_\_\_.”



### YOUR TURN

Defend your thesis, then plan one of your own.

# Thinking-Levels Chart

How this concept grows across the five RPLD levels

Apply the module's focus at each level of thinking — from noticing to defending.

|                                                                                     |                               |                                                                    |                                                            |
|-------------------------------------------------------------------------------------|-------------------------------|--------------------------------------------------------------------|------------------------------------------------------------|
|    | <b>NOTICE</b><br>Foundational | A thesis is the ONE idea that facts add up to — not a single fact. | <b>Fact vs. Thesis</b><br><i>What do they add up to?</i>   |
|    | <b>CHOOSE</b><br>Emergent     | A research thesis is broad enough for many facts to support.       | <b>Choose the Thesis</b><br><i>Could facts support it?</i> |
|    | <b>SHOW</b><br>Visible        | Facts are turned into a thesis by finding what they show together. | <b>Write the Idea</b><br><i>What is the big idea?</i>      |
|   | <b>OWN</b><br>Independent     | A writer builds a thesis from gathered information.                | <b>Build a Thesis</b><br><i>Is it clear?</i>               |
|  | <b>DEFEND</b><br>Reflective   | Strong writers can explain how their facts support their thesis.   | <b>Evaluate &amp; Transfer</b><br><i>Do facts fit?</i>     |

Write your response — keep it short

Cluster 8 • Module 1

YOUR WRITING TASK

**Imagine you gathered three facts about a topic. Write the ONE central idea (thesis) they add up to.**

*A thesis is the big idea — what all your facts show together.*

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# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

Cluster 8 • Module 1

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

Restates a single fact.



## CHOOSE

Emergent

States a topic, not an idea.



## SHOW

Visible

States a clear central idea.



## OWN

Independent

States a thesis several facts could support.



## DEFEND

Reflective

States a thesis AND explains how facts support it.

## STUDENT LEARNING OBJECTIVE

Students will choose relevant facts that support the thesis and set aside facts that do not fit.

## TEKS — Writing Process & Writing Genre

**13(B-C)** Develop and follow a research plan; gather and organize relevant information from sources.

**12(B)(i-iii)** Compose informational/research texts with a clear central idea, organized facts, and craft.

## ELPS Breakouts

**5(B)** (Newly Acquired Vocabulary) Write using newly acquired academic vocabulary.

**5(G)** (Narrate, describe, explain) Explain information from sources with increasing specificity in writing.

## I WILL...

- I will read a fact.
- I will check if it supports my thesis.
- I will keep facts that fit.
- I will set aside facts that don't.

## I CAN...

- I can tell a relevant fact from an off-topic one.
- I can keep facts that support the thesis.
- I can set aside facts that don't fit.
- I can gather relevant information.



## NOTICE — Foundational

### TASK

One fact does NOT support the thesis. **Point to the off-topic fact.**

### EXAMPLE

Thesis: Geography shapes a community.

Facts: Rivers give water. Forests give wood. My friend has a boat.



### YOUR TURN

Point to the off-topic fact. Relevant facts support the thesis.



## CHOOSE — Emergent

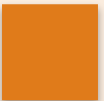
### TASK

With support, choose the fact that supports the thesis.

### EXAMPLE

Thesis: A place's resources help a community.

( Harbors let people trade goods. / The store had a sale. )



### YOUR TURN

Choose the fact that supports the idea.



## SHOW — Visible

### TASK

Show your thinking: from a small list, keep the facts that fit and cross out the ones that don't.

### EXAMPLE

Thesis + four facts (one off-topic) → keep three, cut one.



### YOUR TURN

Sort the facts by relevance to the thesis.



## OWN — Independent

### TASK

On your own, list three facts that would support this thesis — no supports.

### EXAMPLE

Given a thesis, write three relevant facts.



### YOUR TURN

Gather relevant facts yourself.



## DEFEND — Reflective

### TASK

Evaluate and transfer: explain why each fact supports the thesis, then gather facts for your own topic.

### EXAMPLE

Explain: “This fact supports the thesis because \_\_\_\_.”



### YOUR TURN

Defend your facts, then transfer the move.

# Thinking-Levels Chart

How this concept grows across the five RPLD levels

Apply the module's focus at each level of thinking — from noticing to defending.

|                                                                                     |                               |                                                                 |                                                        |
|-------------------------------------------------------------------------------------|-------------------------------|-----------------------------------------------------------------|--------------------------------------------------------|
|    | <b>NOTICE</b><br>Foundational | A relevant fact supports the thesis; an off-topic one does not. | <b>Fits or Not</b><br><i>Does it support it?</i>       |
|    | <b>CHOOSE</b><br>Emergent     | Choosing facts that fit keeps research focused.                 | <b>Choose Relevant</b><br><i>Which fact fits?</i>      |
|    | <b>SHOW</b><br>Visible        | Sorting facts keeps only the ones that support the idea.        | <b>Keep or Cut</b><br><i>Keep or cut?</i>              |
|   | <b>OWN</b><br>Independent     | A researcher gathers facts that all support the thesis.         | <b>Gather Facts</b><br><i>Do they all fit?</i>         |
|  | <b>DEFEND</b><br>Reflective   | Strong writers can explain why each fact is relevant.           | <b>Evaluate &amp; Transfer</b><br><i>Why relevant?</i> |

Write your response — keep it short

Cluster 8 • Module 2

YOUR WRITING TASK

**Write a thesis. Then list three facts that would support it — all relevant, none off-topic.**

*A relevant fact supports your thesis — leave out anything that doesn't fit.*

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# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

Cluster 8 • Module 2

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

Lists facts with no thesis.



## CHOOSE

Emergent

Lists facts, some off-topic.



## SHOW

Visible

Lists three relevant facts.



## OWN

Independent

Lists relevant facts that clearly support the thesis.



## DEFEND

Reflective

Lists relevant facts AND explains why each fits.

# WRITING

## Put It Together — Organize & Synthesize

Cluster 8 • Module 3

### STUDENT LEARNING OBJECTIVE

Students will organize facts and synthesize them — connect facts into one clear point.

### TEKS — Writing Process & Writing Genre

**13(B-C)** Develop and follow a research plan; gather and organize relevant information from sources.

**12(B)(i-iii)** Compose informational/research texts with a clear central idea, organized facts, and craft.

### ELPS Breakouts

**5(B)** (Newly Acquired Vocabulary) Write using newly acquired academic vocabulary.

**5(G)** (Narrate, describe, explain) Explain information from sources with increasing specificity in writing.

## I WILL...

- I will group facts that go together.
- I will order them to make sense.
- I will connect facts into one point.
- I will build a clear research paragraph.

## I CAN...

- I can group related facts.
- I can order facts logically.
- I can connect facts into one idea.
- I can organize research into a paragraph.



## NOTICE — Foundational

### TASK

Two versions present facts. **Point to the one where facts are grouped and connected.**

### EXAMPLE

A: A river. Wood. A boat. Water. Trade.

B: A place's water and forests give a community what it needs, and its harbor lets it trade.



### YOUR TURN

Point to B. Organized research groups and connects facts.



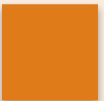
## CHOOSE — Emergent

### TASK

With support, choose the word that connects two facts into one point.

### EXAMPLE

“A place has resources \_\_\_\_ a community can grow.” ( so / and / but )



### YOUR TURN

Choose the word that connects the facts logically.



## SHOW — Visible

### TASK

Show your thinking: combine two facts into one sentence that makes a bigger point.

### EXAMPLE

“A place has water.” + “A community needs water.” → “Because a place provides water, a community can grow there.”



### YOUR TURN

Connect two facts into one synthesized sentence.



## OWN — Independent

### TASK

On your own, organize a thesis + three facts into a short paragraph — no supports.

### EXAMPLE

Thesis first, grouped facts connected, in a logical order.



### YOUR TURN

Organize your research into a paragraph yourself.



## DEFEND — Reflective

### TASK

Evaluate and transfer: explain why your order and connections make sense, then organize your own research.

### EXAMPLE

Explain: “I grouped/connected these because \_\_\_\_.”



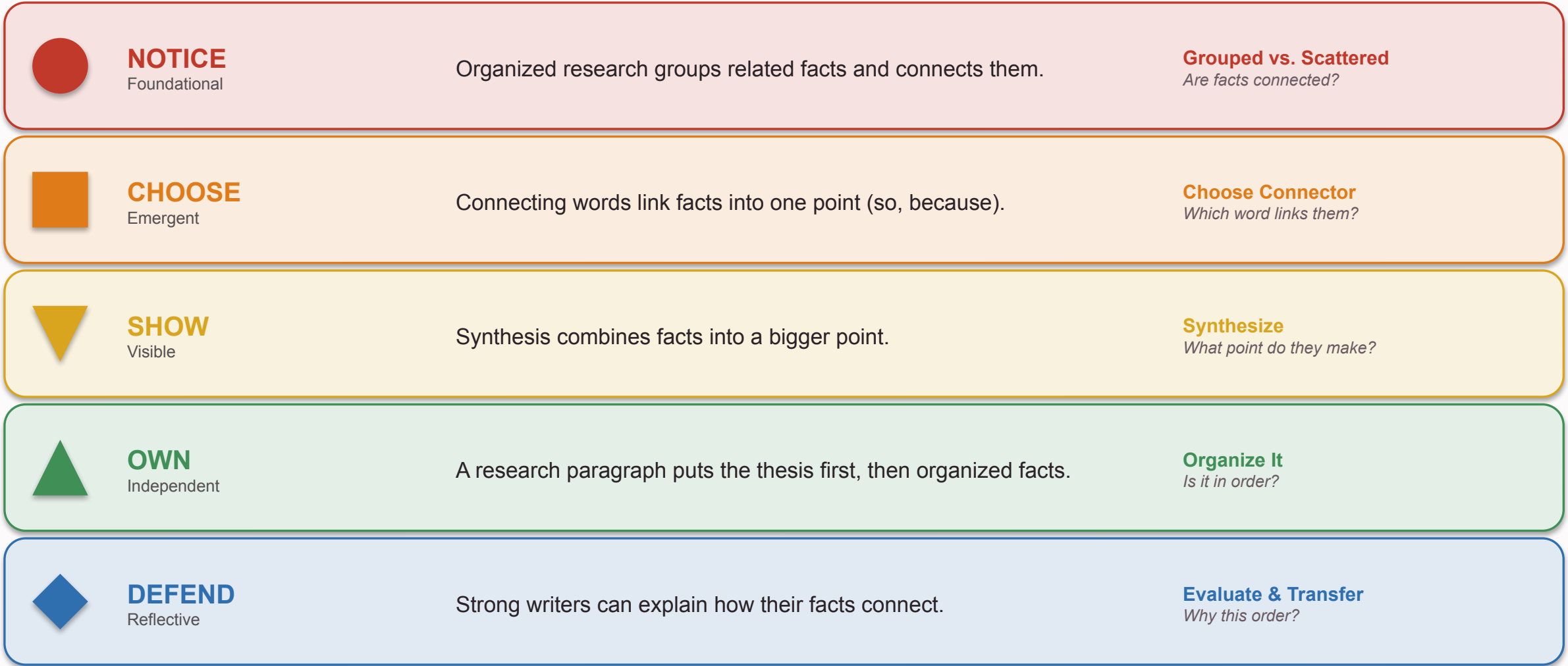
### YOUR TURN

Defend your organization, then transfer the move.

# Thinking-Levels Chart

How this concept grows across the five RPLD levels

Apply the module's focus at each level of thinking — from noticing to defending.



Write your response — keep it short

Cluster 8 • Module 3

YOUR WRITING TASK

**Organize a thesis and three facts into a short research paragraph — grouped, connected, and in a logical order.**

*Synthesize: connect your facts so they make one clear point, not a scattered list.*

# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

Cluster 8 • Module 3

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

Lists scattered facts.



## CHOOSE

Emergent

Facts in a rough order.



## SHOW

Visible

Thesis + grouped, connected facts.



## OWN

Independent

A well-organized, synthesized research paragraph.



## DEFEND

Reflective

Synthesizes AND explains how the facts connect.

# WRITING

## The Research Paper — Put It All Together

Cluster 8 • Module 4

### STUDENT LEARNING OBJECTIVE

Students will independently write a short research response: thesis, relevant facts, synthesis, and a conclusion.

### TEKS — Writing Process & Writing Genre

**13(B-C)** Develop and follow a research plan; gather and organize relevant information from sources.

**12(B)(i-iii)** Compose informational/research texts with a clear central idea, organized facts, and craft.

### ELPS Breakouts

**5(B)** (Newly Acquired Vocabulary) Write using newly acquired academic vocabulary.

**5(G)** (Narrate, describe, explain) Explain information from sources with increasing specificity in writing.

## I WILL...

- I will state my thesis.
- I will use relevant facts.
- I will connect and organize them.
- I will conclude the research.

## I CAN...

- I can state a research thesis.
- I can support it with relevant facts.
- I can synthesize and organize.
- I can write a full research response.



## NOTICE — Foundational

### TASK

Two responses research the same topic. **Point to the complete research response.**

### EXAMPLE

A: Places have resources.

B: A community's place shapes it: rivers give water, forests give wood, and harbors allow trade — so geography helps a community grow and thrive.



### YOUR TURN

Point to B. A research response has a thesis, facts, synthesis, and a conclusion.



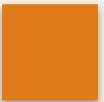
## CHOOSE — Emergent

### TASK

With support, choose the parts a research response needs.

### EXAMPLE

( thesis + facts + synthesis + conclusion / just facts / an opinion )



### YOUR TURN

Choose the full set of research parts.



## SHOW — Visible

### TASK

Show your thinking: write a thesis + two facts + a synthesis sentence + a conclusion.

### EXAMPLE

Thesis → 2 facts → “Together these show...” → conclusion.



### YOUR TURN

Build a short, complete research response.



## OWN — Independent

### TASK

On your own, write a full short research response with a thesis, relevant facts, and a conclusion. No supports.

### EXAMPLE

Thesis + three facts + synthesis + conclusion (5–6 sentences).



### YOUR TURN

Write your full research response independently.



## DEFEND — Reflective

### TASK

Evaluate and transfer: explain how your response is complete and well-organized, then set a next research goal.

### EXAMPLE

Explain: “My research is complete because \_\_\_\_.”



### YOUR TURN

Defend your research and carry the habits forward.

# Thinking-Levels Chart

How this concept grows across the five RPLD levels

Apply the module's focus at each level of thinking — from noticing to defending.

|                                                                                     |                               |                                                                                |                                                            |
|-------------------------------------------------------------------------------------|-------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------|
|    | <b>NOTICE</b><br>Foundational | A research response has a thesis, relevant facts, synthesis, and a conclusion. | <b>Complete Response</b><br><i>Are all parts there?</i>    |
|    | <b>CHOOSE</b><br>Emergent     | Planning the parts first makes a stronger paper.                               | <b>Plan the Paper</b><br><i>What parts do I need?</i>      |
|    | <b>SHOW</b><br>Visible        | A conclusion restates the thesis and closes the research.                      | <b>Build It</b><br><i>How do I close it?</i>               |
|   | <b>OWN</b><br>Independent     | An independent researcher writes a complete, organized response.               | <b>Write the Paper</b><br><i>Is it complete?</i>           |
|  | <b>DEFEND</b><br>Reflective   | Strong writers can explain how their research is complete.                     | <b>Evaluate &amp; Transfer</b><br><i>Is it well-built?</i> |

Write your response — keep it short

Cluster 8 • Module 4

YOUR WRITING TASK

**Write a short research response: a thesis, three relevant facts, a synthesis sentence, and a conclusion.**

*A full research response = thesis + relevant facts + synthesis + a conclusion.*

# How Do We Measure the Level of Thinking?

Slide 10 of 10

Check the response against the five levels

Cluster 8 • Module 4

*What a stronger response shows at each level — from noticing to defending.*



## NOTICE

Foundational

States a thesis or facts only.



## CHOOSE

Emergent

Thesis + some facts, no organization.



## SHOW

Visible

Thesis + relevant facts + a conclusion.



## OWN

Independent

A complete, organized research response.



## DEFEND

Reflective

A complete research response AND explains how it is organized.