

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Student Learning Objective · One Topic, Different Writing Jobs: Recognizing When Narrative Fits

⌚ ~2 min

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

“Think about the last time you had to decide how to tell someone something -- a story, an explanation, an opinion. Writers make that same choice every time they pick up a pencil.”

▶ Let a student or two share, then bring their attention to today's title on the board.

“Today's writing job is one Topic, Different Writing Jobs: Recognizing When Narrative Fits. Here is our 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.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

ANSWER KEY: 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.

PREP & MATERIALS: the One Topic, Different Writing Jobs: Recognizing When Narrative Fits slide deck · student Writing Tracking Sheets · writing journals/pencils · TEKS: 11(A)(i), 12(A)(i), 12(A)(ii) · ELPS: 4(C)(ii), 4(D)(i), 4(D)(iii), 4(F)(i)

11(A)(i); 12(A)(i); 12(A)(ii) · One Topic, Different Writing Jobs: Recognizing When Narrative Fits · Sheet 1 of 36 · Module 1 · Prepare

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.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week -- what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"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."

▶ Now flip to the I CAN side -- these are the same statements from the student's point of view.

"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."

▶ Have students echo one I CAN statement in their own words before moving on.

ANSWER KEY: I can plan and write a short narrative.

11(A)(i); 12(A)(i); 12(A)(ii) · One Topic, Different Writing Jobs: Recognizing When Narrative Fits · Sheet 1 of 36 · Module 1 · Prepare

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

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?

TEACHER SAYS & DOES · SLIDE 3 OF 10 · NOTICE · Foundational · Spot the Writing Job

⌚ ~3 min

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

“Let's warm up our writer's eyes. Spot the Writing Job.”

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

➤ *Show or read the example: Plan A: shells... museums... my notebook / Plan B: Topic: the traveling shell • Purpose: let readers feel the mystery • Audience: my class • Genre: narrative*

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

➤ *Give quiet think time, then take responses. This is Foundational-level evidence -- match your support to that level, no more, no less.*

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

11(A)(j); 12(A)(i); 12(A)(ii) • One Topic, Different Writing Jobs: Recognizing When Narrative Fits • Sheet 1 of 36 • Module 1 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Point to the plan that shows a clear writing job. What makes it ready?

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

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

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

Ask a volunteer to explain how they knew before moving to CHOOSE.

Pick the Genre

Slide 4 of 10

CHOOSE • Emergent thinking

PREPARE Cluster • Module 1

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.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Pick the Genre

🕒 ~4 min

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

"Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support."

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

▶ *Show or read the example: narrative poem how-to list / Ask: which one lets the reader *live* the moment the shell is found?*

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

▶ *Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.*

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

11(A)(i); 12(A)(i); 12(A)(ii) • One Topic, Different Writing Jobs: Recognizing When Narrative Fits • Sheet 1 of 36 • Module 1 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown -- Circle the best genre. Whisper to a partner why it fits the purpose.

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'

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.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Match It to TRAILS

⌚ ~4 min

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

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

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

▶ Show or read the 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

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

▶ Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.

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

11(A)(i); 12(A)(i); 12(A)(ii) • One Topic, Different Writing Jobs: Recognizing When Narrative Fits • Sheet 1 of 36 • Module 1 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Match each detail to the TRAILS part it shows, then explain one match aloud.

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



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.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Plan Your Own

⌚ ~5 min

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

“Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you.”

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

▶ Show or read the example: Topic: _____ Setting: _____ / Important moment: _____ Lasting effect: _____

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

▶ Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.

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

11(A)(i); 12(A)(i); 12(A)(ii) • One Topic, Different Writing Jobs: Recognizing When Narrative Fits • Sheet 1 of 36 • Module 1 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown -- Fill in your plan. Then tell it to a partner before you write.

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



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.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend Your Choice

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too."

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

▶ *Show or read the example: Finish it: 'Narrative fits because the purpose was to _____, / and a story lets the reader _____.'*

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

▶ *Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.*

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

11(A)(i); 12(A)(i); 12(A)(ii) • One Topic, Different Writing Jobs: Recognizing When Narrative Fits • Sheet 1 of 36 • Module 1 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Finish the sentence out loud. Then name one more writing job where narrative would fit.

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ('it just sounds better') instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes -- note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

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

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

Thinking-Levels Chart

Slide 8 of 10

How this concept grows across the five RPLD levels

PREPARE Cluster • Module 1

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?

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Thinking-Levels Chart · One Topic, Different Writing Jobs: Recognizing When Narrative Fits

~3 min

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

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

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

“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?”

ANSWER KEY: NOTICE: A ready plan names the topic, purpose, audience, and genre. · CHOOSE: Narrative fits when the purpose is to let readers live an experience. · SHOW: Each detail fits a TRAILS part — Topic, Relationship, Actions, Important moment, Lesson, Setting. · OWN: I can plan my own narrative — a topic, a setting, an important moment, and a lasting effect. · DEFEND: Narrative fits because the purpose is to share an experience the reader can feel.

11(A)(i); 12(A)(i); 12(A)(ii) · One Topic, Different Writing Jobs: Recognizing When Narrative Fits · Sheet 1 of 36 · Module 1 · Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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.

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

⌚ ~5 min

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

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

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

▶ *Remind students of the scope: You are not writing the whole piece — just the genre you would choose and why.*

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

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(A)(i); 12(A)(i); 12(A)(ii) · One Topic, Different Writing Jobs: Recognizing When Narrative Fits · Sheet 1 of 36 · Module 1 · Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · How Do We Measure the Level of Thinking?

⌚ ~4 min

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

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“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.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Names a genre. · CHOOSE: Names a genre and gives a general reason. · SHOW: Names a genre that fits and gives a clear reason. · OWN: Names the best-fitting genre and ties the reason to the purpose or audience. · DEFEND: Explains why that genre fits better than another choice would.

11(A)(i); 12(A)(i); 12(A)(ii) · One Topic, Different Writing Jobs: Recognizing When Narrative Fits · Sheet 1 of 36 · Module 1 · Prepare

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Student Learning Objective · Brainstorming — Finding Ideas for Your Narrative

⌚ ~2 min

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

“Every year from now on, someone is going to hand you a writing job and expect you to know what to do with it. Today we build the skill that makes that easy.”

▶ *Pause briefly, then reveal today's title and objective.*

“Today's writing job is brainstorming — Finding Ideas for Your Narrative. Here is our objective: Students will brainstorm several small moments or ideas for a narrative before choosing one to write.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

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

PREP & MATERIALS: the Brainstorming — Finding Ideas for Your Narrative slide deck · student Writing Tracking Sheets · writing journals/pencils · TEKS: 11(A)(i), 12(A)(i), 12(A)(ii) · ELPS: 4(C)(ii), 4(D)(i), 4(D)(iii), 4(F)(i)

11(A)(i); 12(A)(i); 12(A)(ii) · Brainstorming — Finding Ideas for Your Narrative · Sheet 2 of 36 · Module 2 · Prepare

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.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week -- what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"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."

▶ Now flip to the I CAN side -- these are the same statements from the student's point of view.

"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."

▶ Have students echo one I CAN statement in their own words before moving on.

ANSWER KEY: I can tell why my idea is a good one.

11(A)(i); 12(A)(i); 12(A)(ii) · Brainstorming — Finding Ideas for Your Narrative · Sheet 2 of 36 · Module 2 · Prepare

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

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.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Spot a Brainstorm

~3 min

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

“Let's warm up our writer's eyes. Spot a Brainstorm.”

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

► Show or read the example: *A: a neat, finished paragraph about a shell / B: shell on the beach... shell in my backpack?... where did it come from?*

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

► Give quiet think time, then take responses. *This is Foundational-level evidence -- match your support to that level, no more, no less.*

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

11(A)(i); 12(A)(i); 12(A)(ii) • Brainstorming — Finding Ideas for Your Narrative • Sheet 2 of 36 • Module 2 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today. Expected: an answer that matches the TASK and EXAMPLE shown -- Point to the idea list. A brainstorm is a pile of possible ideas, not a finished story.

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

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

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

Ask a volunteer to explain how they knew before moving to CHOOSE.

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.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · CHOOSE · Emergent · Pick an Idea with a Story in It

⌚ ~4 min

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

“Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support.”

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

▶ *Show or read the example: (I found a shell. / The shell was back in my backpack — but I left it on the beach!)*

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

▶ *Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.*

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

11(A)(i); 12(A)(i); 12(A)(ii) · Brainstorming — Finding Ideas for Your Narrative · Sheet 2 of 36 · Module 2 · Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown -- Choose the idea a reader would want to follow — the one with a little mystery in it.

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

“What if I'm not sure?” Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: ‘How do you know that one fits?’

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.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · SHOW · Visible · Show Why an Idea Works

⌚ ~4 min

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

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“Tell what makes a moment worth writing about.”

▶ Show or read the example: ‘The shell kept showing up in places I never put it.’

“Underline the part of the idea that makes you curious.”

▶ Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Underline the part of the idea that makes you curious.

11(A)(i); 12(A)(i); 12(A)(ii) · Brainstorming — Finding Ideas for Your Narrative · Sheet 2 of 36 · Module 2 · Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Underline the part of the idea that makes you curious.

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



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.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN •
Independent • Brainstorm Your Own

🕒 ~5 min

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

“Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you.”

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

▶ Show or read the example: Moment 1: _____ • Moment 2: _____ • Moment 3: _____

“Write three small moments you could write about.”

▶ Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Write three small moments you could write about.

11(A)(i); 12(A)(i); 12(A)(ii) • Brainstorming — Finding Ideas for Your Narrative • Sheet 2 of 36 • Module 2 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown -- Write three small moments you could write about.

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · DEFEND · Reflective · Defend Your Best Idea

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too."

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

▶ *Show or read the example: 'I would write about the shell in my backpack because it makes the reader ask, 'How did it get there?'"*

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

▶ *Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.*

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

11(A)(i); 12(A)(i); 12(A)(ii) · Brainstorming — Finding Ideas for Your Narrative · Sheet 2 of 36 · Module 2 · Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown -- Tell why your chosen moment is the best one to write.

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ('it just sounds better') instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes -- note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

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

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

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?

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Thinking-Levels Chart · Brainstorming — Finding Ideas for Your Narrative

~3 min

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

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

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

“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?”

ANSWER KEY: NOTICE: A brainstorm is a list of possible ideas, not a finished story. · CHOOSE: The best idea has a little mystery — something that makes the reader ask a question. · SHOW: A moment is worth writing when it makes the reader curious. · OWN: I can brainstorm three small moments of my own. · DEFEND: I choose the moment that gives the reader the most to wonder about.

11(A)(i); 12(A)(i); 12(A)(ii) · Brainstorming — Finding Ideas for Your Narrative · Sheet 2 of 36 · Module 2 · Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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.

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

⌚ ~5 min

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

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

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

▶ *Remind students of the scope: Just ideas — you are not writing the story yet.*

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

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(A)(i); 12(A)(i); 12(A)(ii) · Brainstorming — Finding Ideas for Your Narrative · Sheet 2 of 36 · Module 2 · Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · How Do We Measure the Level of Thinking?

⌚ ~4 min

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

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“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.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Lists one idea. · CHOOSE: Lists two or three ideas. · SHOW: Lists ideas and circles one. · OWN: Circles a moment and gives a reason. · DEFEND: Explains why the chosen moment is better than the others.

11(A)(i); 12(A)(i); 12(A)(ii) · Brainstorming — Finding Ideas for Your Narrative · Sheet 2 of 36 · Module 2 · Prepare

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

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.
- 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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Student Learning Objective · Freewriting — Getting the Story Out

⌚ ~2 min

11(A)(i); 12(A)(i); 12(A)(ii) · Freewriting — Getting the Story Out · Sheet 3 of 36 · Module 3 · Prepare

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

“Watch me for a second.”

▶ Write a mismatched example on the board (e.g., a to-do list written as a poem, or a narrative moment written as a set of instructions) and let students notice it feels wrong before you name why.

“Today's writing job is freewriting — Getting the Story Out. Here is our objective: Students will freewrite about their chosen moment to discover details before drafting.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

ANSWER KEY: Objective: Students will freewrite about their chosen moment to discover details before drafting.

PREP & MATERIALS: the Freewriting — Getting the Story Out slide deck · student Writing Tracking Sheets · writing journals/pencils · TEKS: 11(A)(i), 12(A)(i), 12(A)(ii) · ELPS: 4(C)(ii), 4(D)(i), 4(D)(iii), 4(F)(i)

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.

TEACHER SAYS & DOES • SLIDE 2 OF 10 • This Week's Target • I Will / I Can

~3 min

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

"Here is our target for the week -- what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"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."

▶ Now flip to the I CAN side -- these are the same statements from the student's point of view.

"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."

▶ Have students echo one I CAN statement in their own words before moving on.

ANSWER KEY: I can choose a detail to keep.

11(A)(i); 12(A)(i); 12(A)(ii) • Freewriting — Getting the Story Out • Sheet 3 of 36 • Module 3 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

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.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Spot a Freewrite

⌚ ~3 min

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

“Let's warm up our writer's eyes. Spot a Freewrite.”

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

▶ Show or read the 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.

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

▶ Give quiet think time, then take responses. This is Foundational-level evidence -- match your support to that level, no more, no less.

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

11(A)(i); 12(A)(i); 12(A)(ii) • Freewriting — Getting the Story Out • Sheet 3 of 36 • Module 3 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Point to the freewrite — the writing that keeps flowing without stopping to fix.

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

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

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

Ask a volunteer to explain how they knew before moving to CHOOSE.

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.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · CHOOSE · Emergent · Keep the Pencil Moving

⌚ ~4 min

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

“Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support.”

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

▶ Show or read the example: (stop and erase / keep writing, even 'I don't know what to say')

“Choose what keeps a freewrite going.”

▶ Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Choose what keeps a freewrite going.

11(A)(i); 12(A)(i); 12(A)(ii) · Freewriting — Getting the Story Out · Sheet 3 of 36 · Module 3 · Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown -- Choose what keeps a freewrite going.

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

“What if I'm not sure?” Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: ‘How do you know that one fits?’

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.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show a Detail You Found

⌚ ~4 min

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

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“Freewriting helps you discover details you did not plan.”

▶ Show or read the example: ‘...and it smelled like the ocean, which reminded me of the morning I found it...’

“Underline a detail the freewrite discovered.”

▶ Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Underline a detail the freewrite discovered.

11(A)(i); 12(A)(i); 12(A)(ii) • Freewriting — Getting the Story Out • Sheet 3 of 36 • Module 3 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Underline a detail the freewrite discovered.

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · OWN · Independent · Freewrite Your Own

⌚ ~5 min

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

“Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you.”

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

▶ *Show or read the example: Start with: ‘The shell...’ and do not stop.*

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

▶ *Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.*

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

11(A)(i); 12(A)(i); 12(A)(ii) · Freewriting — Getting the Story Out · Sheet 3 of 36 · Module 3 · Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown -- Write for two minutes without stopping. Do not fix spelling yet.

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



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.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend a Keeper

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too."

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

▶ Show or read the example: 'I will keep 'it smelled like the ocean' because it puts the reader on the beach with me.'

"Tell which detail you will keep and why."

▶ Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Tell which detail you will keep and why.

11(A)(i); 12(A)(i); 12(A)(ii) • Freewriting — Getting the Story Out • Sheet 3 of 36 • Module 3 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown -- Tell which detail you will keep and why.

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ('it just sounds better') instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes -- note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

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

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

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?

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Thinking-Levels Chart · Freewriting — Getting the Story Out

~3 min

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

“Let’s see the whole climb at once -- how this idea grows from noticing all the way to defending.”

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

“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?”

ANSWER KEY: NOTICE: Freewriting keeps flowing without stopping to fix spelling. · CHOOSE: When I feel stuck, I keep writing — even “I don’t know what to say.” · SHOW: Freewriting uncovers details I did not plan. · OWN: I can freewrite for two minutes without stopping. · DEFEND: I keep the detail that puts the reader inside the moment.

11(A)(i); 12(A)(i); 12(A)(ii) · Freewriting — Getting the Story Out · Sheet 3 of 36 · Module 3 · Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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.

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

⌚ ~5 min

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

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

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

▶ *Remind students of the scope: The goal is to keep going and discover details, not to be perfect.*

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

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(A)(i); 12(A)(i); 12(A)(ii) · Freewriting — Getting the Story Out · Sheet 3 of 36 · Module 3 · Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · How Do We Measure the Level of Thinking?

⌚ ~4 min

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

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“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.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Writes a few words. · CHOOSE: Writes a sentence or two. · SHOW: Writes without stopping and finds a detail. · OWN: Fills the time with connected ideas. · DEFEND: Picks the strongest detail and explains why it matters.

11(A)(i); 12(A)(i); 12(A)(ii) · Freewriting — Getting the Story Out · Sheet 3 of 36 · Module 3 · Prepare

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

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.
- 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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Student Learning Objective · Mapping — Planning Your Narrative with TRAILS

⌚ ~2 min

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

“Raise your hand if you have ever started writing something and then realized halfway through that it was not quite working. That happens to real writers all the time.”

▶ *Let students share a quick example, then bring their attention to today's title.*

“Today's writing job is mapping — Planning Your Narrative with TRAILS. Here is our objective: Students will map a narrative with TRAILS before drafting, so the story has all its parts.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

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

PREP & MATERIALS: the Mapping — Planning Your Narrative with TRAILS slide deck · student Writing Tracking Sheets · writing journals/pencils · TEKS: 11(A)(i), 12(A)(i), 12(A)(ii) · ELPS: 4(C)(ii), 4(D)(i), 4(D)(iii), 4(F)(i)

11(A)(i); 12(A)(i); 12(A)(ii) · Mapping — Planning Your Narrative with TRAILS · Sheet 4 of 36 · Module 4 · Prepare

This Week's Target

Slide 2 of 10

I Will • I Can

PREPARE Cluster • Module 4

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.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

⌚ ~3 min

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

"Here is our target for the week -- what I will do, and what that lets me do."

▶ *Read each I WILL statement, pausing so students can picture themselves doing it.*

"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."

▶ *Now flip to the I CAN side -- these are the same statements from the student's point of view.*

"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."

▶ *Have students echo one I CAN statement in their own words before moving on.*

ANSWER KEY: I can tell why my Important Moment matters.

11(A)(i); 12(A)(i); 12(A)(ii) · Mapping — Planning Your Narrative with TRAILS · Sheet 4 of 36 · Module 4 · Prepare

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

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.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Spot the Map

~3 min

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

“Let's warm up our writer's eyes. Spot the Map.”

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

▶ Show or read the example: A: Topic __ Relationship __ Actions __ Important Moment __ Lesson __ Setting __ / B: Once upon a morning, Emsy walked to the beach and...

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

▶ Give quiet think time, then take responses. This is Foundational-level evidence -- match your support to that level, no more, no less.

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

11(A)(i); 12(A)(i); 12(A)(ii) • Mapping — Planning Your Narrative with TRAILS • Sheet 4 of 36 • Module 4 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today. Expected: an answer that matches the TASK and EXAMPLE shown -- Point to the TRAILS map — the plan with a spot for each story part.

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

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

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

Ask a volunteer to explain how they knew before moving to CHOOSE.

Name a TRAILS Part

Slide 4 of 10

CHOOSE • Emergent thinking

PREPARE Cluster • Module 4

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.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Name a TRAILS Part

⌚ ~4 min

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

“Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support.”

“With support, match a detail to its TRAILS letter.”

▶ Show or read the example: ‘the beach at sunrise’ is the story’s (Setting / Actions)

“Choose the TRAILS part that fits the detail.”

▶ Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Choose the TRAILS part that fits the detail.

11(A)(i); 12(A)(i); 12(A)(ii) • Mapping — Planning Your Narrative with TRAILS • Sheet 4 of 36 • Module 4 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown -- Choose the TRAILS part that fits the detail.

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

“What if I'm not sure?” Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: ‘How do you know that one fits?’

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.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · SHOW · Visible · Show the Important Moment

⌚ ~4 min

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

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

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

▶ *Show or read the example: A short plan where the shell reappears for the third time.*

“Underline the Important Moment in the plan.”

▶ *Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.*

ANSWER KEY: Underline the Important Moment in the plan.

11(A)(i); 12(A)(i); 12(A)(ii) · Mapping — Planning Your Narrative with TRAILS · Sheet 4 of 36 · Module 4 · Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Underline the Important Moment in the plan.

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



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.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN •
Independent • Map Your Own

🕒 ~5 min

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

“Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you.”

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

▶ Show or read the example: Topic • Relationship • Actions • Important Moment • Lesson • Setting

“Write one line for each of the six TRAILS parts.”

▶ Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Write one line for each of the six TRAILS parts.

11(A)(i); 12(A)(i); 12(A)(ii) • Mapping — Planning Your Narrative with TRAILS • Sheet 4 of 36 • Module 4 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown -- Write one line for each of the six TRAILS parts.

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · DEFEND · Reflective · Defend Your Map

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too.”

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

▶ Show or read the example: ‘My Important Moment is when the shell appears in my backpack, because that is the mystery the whole story is / about.’

“Tell why your Important Moment matters most.”

▶ Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Tell why your Important Moment matters most.

11(A)(i); 12(A)(i); 12(A)(ii) · Mapping — Planning Your Narrative with TRAILS · Sheet 4 of 36 · Module 4 · Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown -- Tell why your Important Moment matters most.

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (‘it just sounds better’) instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes -- note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

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

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

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?

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Thinking-Levels Chart · Mapping — Planning Your Narrative with TRAILS

~3 min

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

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

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

“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?”

ANSWER KEY: NOTICE: A TRAILS map is a plan with a spot for each story part, not a draft. · CHOOSE: Each detail matches a TRAILS part — for example, “the beach at sunrise” is the Setting. · SHOW: The Important Moment (the I) is the moment the whole story is about. · OWN: I can fill in all six TRAILS parts for my own narrative. · DEFEND: My Important Moment is the heart because the whole story leads to it.

11(A)(i); 12(A)(i); 12(A)(ii) · Mapping — Planning Your Narrative with TRAILS · Sheet 4 of 36 · Module 4 · Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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.

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

⌚ ~5 min

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

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

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

▶ *Remind students of the scope: TRAILS = Topic, Relationship, Actions, Important moment, Lesson, Setting.*

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

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(A)(i); 12(A)(i); 12(A)(ii) · Mapping — Planning Your Narrative with TRAILS · Sheet 4 of 36 · Module 4 · Prepare

CHECK FOR UNDERSTANDING

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

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · How Do We Measure the Level of Thinking?

⌚ ~4 min

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

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“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.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Names one TRAILS part. · CHOOSE: Names two or three parts. · SHOW: Fills in most of the map. · OWN: Fills in all six TRAILS parts. · DEFEND: Explains why the Important Moment is the heart of the story.

11(A)(i); 12(A)(i); 12(A)(ii) · Mapping — Planning Your Narrative with TRAILS · Sheet 4 of 36 · Module 4 · Prepare

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Student Learning Objective · Who and Why — Finding Your Purpose and Audience

⌚ ~2 min

11(A)(i); 12(B)(i) · Who and Why — Finding Your Purpose and Audience
· Sheet 5 of 36 · Module 1 · Cluster 1

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

“Think about the last time you had to decide how to tell someone something -- a story, an explanation, an opinion. Writers make that same choice every time they pick up a pencil.”

▶ Let a student or two share, then bring their attention to today's title on the board.

“Today's writing job is who and Why — Finding Your Purpose and Audience. Here is our objective: Students will decide the purpose and audience for a writing topic — the first planning step — before selecting a genre for a first draft.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

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

PREP & MATERIALS: the Who and Why — Finding Your Purpose and Audience slide deck · student Writing Tracking Sheets · writing journals/pencils · TEKS: 11(A)(i), 12(B)(i) · ELPS: 5(B), 5(G)

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.

TEACHER SAYS & DOES • SLIDE 2 OF 10 • This Week's Target • I Will / I Can

~3 min

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

"Here is our target for the week -- what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"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."

▶ Now flip to the I CAN side -- these are the same statements from the student's point of view.

"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."

▶ Have students echo one I CAN statement in their own words before moving on.

ANSWER KEY: I can set the purpose and audience for my own topic.

11(A)(i); 12(B)(i) • Who and Why — Finding Your Purpose and Audience
• Sheet 5 of 36 • Module 1 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

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.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Spot Who It's For

⌚ ~3 min

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

“Let's warm up our writer's eyes. Spot Who It's For.”

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

▶ Show or read the 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.’

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

▶ Give quiet think time, then take responses. This is Foundational-level evidence -- match your support to that level, no more, no less.

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

11(A)(i); 12(B)(i) • Who and Why — Finding Your Purpose and Audience
• Sheet 5 of 36 • Module 1 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Point to the note written for the principal. The audience — who it's for — changes the words a writer chooses.

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

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

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

Ask a volunteer to explain how they knew before moving to CHOOSE.

Match the Purpose

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 1 • Module 1

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.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Match the Purpose

🕒 ~4 min

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

"Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support."

"With support, choose WHY this piece was written."

▶ Show or read the example: A piece that teaches facts: 'Bees carry pollen from flower to flower.' / Purpose: (to make you laugh / to explain how something works)

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

▶ Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.

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

11(A)(i); 12(B)(i) • Who and Why — Finding Your Purpose and Audience
• Sheet 5 of 36 • Module 1 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Choose the purpose that fits a piece that teaches facts about the garden.

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'

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.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show the Who and the Why

⌚ ~4 min

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

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

"Name the AUDIENCE and the PURPOSE of this piece."

▶ Show or read the example: A poster in the hallway: 'Come help plant seeds this Friday after school!'

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

▶ Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.

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

11(A)(i); 12(B)(i) • Who and Why — Finding Your Purpose and Audience
• Sheet 5 of 36 • Module 1 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Write who this poster is for, and why it was made.

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



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.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN •
Independent • Own Your Plan

🕒 ~5 min

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

“Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you.”

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

▶ *Show or read the example: Topic: our class garden / Audience: new students / Purpose: to explain what we grow*

“Choose a topic and write your own audience and purpose.”

▶ *Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.*

ANSWER KEY: Choose a topic and write your own audience and purpose.

11(A)(i); 12(B)(i) • Who and Why — Finding Your Purpose and Audience
• Sheet 5 of 36 • Module 1 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown -- Choose a topic and write your own audience and purpose.

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · DEFEND · Reflective · Defend Your Choice

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too.”

“Explain WHY your audience and purpose fit your topic.”

▶ *Show or read the example: ‘I chose new students because they don't know our garden yet, so my purpose is to explain what we grow.’*

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

▶ *Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.*

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

11(A)(i); 12(B)(i) · Who and Why — Finding Your Purpose and Audience · Sheet 5 of 36 · Module 1 · Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown -- Tell why your audience and purpose fit your topic. Then a partner checks your thinking.

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (‘it just sounds better’) instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes -- note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

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

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

Thinking-Levels Chart

Slide 8 of 10

How this concept grows across the five RPLD levels

Cluster 1 • Module 1

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



NOTICE
Foundational

The audience is who will read the writing — it changes the words a writer chooses.

The Audience
Who is it for?



CHOOSE
Emergent

A piece that teaches facts has the purpose to explain how something works.

The Purpose
Why was it written?



SHOW
Visible

Every piece has both an audience (who) and a purpose (why).

Who + Why
Who and why?



OWN
Independent

I can set my own topic, audience, and purpose before I write.

My Plan
What is my plan?



DEFEND
Reflective

My audience and purpose fit because they match what my topic needs.

Justify
Why does it fit?

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Thinking-Levels Chart · Who and Why — Finding Your Purpose and Audience

⌚ ~3 min

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

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

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

“NOTICE -- Foundational: The audience is who will read the writing — it changes the words a writer chooses. The Audience: who is it for?”

“CHOOSE -- Emergent: A piece that teaches facts has the purpose to explain how something works. The Purpose: why was it written?”

“SHOW -- Visible: Every piece has both an audience (who) and a purpose (why). Who + Why: who and why?”

“OWN -- Independent: I can set my own topic, audience, and purpose before I write. My Plan: what is my plan?”

“DEFEND -- Reflective: My audience and purpose fit because they match what my topic needs. Justify: why does it fit?”

ANSWER KEY: NOTICE: The audience is who will read the writing — it changes the words a writer chooses. · CHOOSE: A piece that teaches facts has the purpose to explain how something works. · SHOW: Every piece has both an audience (who) and a purpose (why). · OWN: I can set my own topic, audience, and purpose before I write. · DEFEND: My audience and purpose fit because they match what my topic needs.

11(A)(i); 12(B)(i) · Who and Why — Finding Your Purpose and Audience · Sheet 5 of 36 · Module 1 · Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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.

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

⌚ ~5 min

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

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

“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).”

▶ *Remind students of the scope: You do not have to write the whole piece yet — just your audience and your purpose.*

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

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(A)(i); 12(B)(i) · Who and Why — Finding Your Purpose and Audience · Sheet 5 of 36 · Module 1 · Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · How Do We Measure the Level of Thinking?

🕒 ~4 min

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

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“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.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Names a topic to write about. · CHOOSE: Names a topic and either an audience OR a purpose. · SHOW: Names a topic, an audience, AND a purpose. · OWN: Chooses an audience and purpose that clearly fit the topic. · DEFEND: Explains WHY the audience and purpose fit the topic.

11(A)(i); 12(B)(i) · Who and Why — Finding Your Purpose and Audience
· Sheet 5 of 36 · Module 1 · Cluster 1

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Student Learning Objective · Brainstorming — Gathering Facts for Your Topic

⌚ ~2 min

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

“Every year from now on, someone is going to hand you a writing job and expect you to know what to do with it. Today we build the skill that makes that easy.”

▶ *Pause briefly, then reveal today's title and objective.*

“Today's writing job is brainstorming — Gathering Facts for Your Topic. Here is our objective: Students will brainstorm facts and details about a topic before writing an informational piece.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

ANSWER KEY: Objective: Students will brainstorm facts and details about a topic before writing an informational piece.

PREP & MATERIALS: the Brainstorming — Gathering Facts for Your Topic slide deck · student Writing Tracking Sheets · writing journals/pencils · TEKS: 11(A)(i), 12(B)(i) · ELPS: 5(B), 5(G)

11(A)(i); 12(B)(i) · Brainstorming — Gathering Facts for Your Topic · Sheet 6 of 36 · Module 2 · Cluster 1

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.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

⌚ ~3 min

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

"Here is our target for the week -- what I will do, and what that lets me do."

▶ *Read each I WILL statement, pausing so students can picture themselves doing it.*

"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."

▶ *Now flip to the I CAN side -- these are the same statements from the student's point of view.*

"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."

▶ *Have students echo one I CAN statement in their own words before moving on.*

ANSWER KEY: I can tell why a fact helps my reader.

11(A)(i); 12(B)(i) · Brainstorming — Gathering Facts for Your Topic · Sheet 6 of 36 · Module 2 · Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

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.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Spot a Fact List

⌚ ~3 min

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

“Let's warm up our writer's eyes. Spot a Fact List.”

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

▶ *Show or read the example: A: a finished paragraph about the garden / B: bees carry pollen... seeds need water... roots grow down*

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

▶ *Give quiet think time, then take responses. This is Foundational-level evidence -- match your support to that level, no more, no less.*

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

11(A)(i); 12(B)(i) • Brainstorming — Gathering Facts for Your Topic • Sheet 6 of 36 • Module 2 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today. Expected: an answer that matches the TASK and EXAMPLE shown -- Point to the fact list. A brainstorm gathers facts; it is not a finished paragraph.

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

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

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

Ask a volunteer to explain how they knew before moving to CHOOSE.

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.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · CHOOSE · Emergent · Pick a Useful Fact

⌚ ~4 min

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

“Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support.”

“With support, choose the fact that teaches the most.”

▶ *Show or read the example: (Gardens are green. / Bees carry pollen so the plants can make seeds.)*

“Choose the fact that explains how something works.”

▶ *Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.*

ANSWER KEY: Choose the fact that explains how something works.

11(A)(i); 12(B)(i) · Brainstorming — Gathering Facts for Your Topic · Sheet 6 of 36 · Module 2 · Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown -- Choose the fact that explains how something works.

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

“What if I'm not sure?” Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: ‘How do you know that one fits?’

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.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show Why a Fact Helps

⌚ ~4 min

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

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“Tell what makes a fact useful for informational writing.”

▶ Show or read the example: ‘Roots grow down to reach water.’

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

▶ Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Underline the part of the fact that teaches the reader something.

11(A)(i); 12(B)(i) • Brainstorming — Gathering Facts for Your Topic • Sheet 6 of 36 • Module 2 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Underline the part of the fact that teaches the reader something.

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



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.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN •
Independent • Brainstorm Your Own

🕒 ~5 min

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

“Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you.”

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

▶ Show or read the example: Fact 1: _____ • Fact 2: _____ • Fact 3: _____

“Write three facts about your topic.”

▶ Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Write three facts about your topic.

11(A)(i); 12(B)(i) • Brainstorming — Gathering Facts for Your Topic •
Sheet 6 of 36 • Module 2 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown -- Write three facts about your topic.

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



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.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend Your Best Fact

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too.”

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

▶ *Show or read the example: ‘I would use ‘bees carry pollen’ because it explains how the garden makes new plants.’*

“Tell why your chosen fact teaches the reader the most.”

▶ *Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.*

ANSWER KEY: Tell why your chosen fact teaches the reader the most.

11(A)(i); 12(B)(i) • Brainstorming — Gathering Facts for Your Topic • Sheet 6 of 36 • Module 2 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Tell why your chosen fact teaches the reader the most.

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (‘it just sounds better’) instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes -- note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

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

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

Thinking-Levels Chart

Slide 8 of 10

How this concept grows across the five RPLD levels

Cluster 1 • Module 2

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



NOTICE
Foundational

A brainstorm gathers facts; it is not a finished paragraph.

Spotting a Fact List
What is a brainstorm?



CHOOSE
Emergent

The most useful fact teaches how or why something works.

Picking a Fact
Which fact teaches the most?



SHOW
Visible

A fact helps when it explains something to the reader.

Why It Helps
What does the fact teach?



OWN
Independent

I can list three facts about my own topic.

My Facts
What facts do I know?



DEFEND
Reflective

I choose the fact that teaches the reader the most.

Defending My Fact
Why is this fact best?

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Thinking-Levels Chart · Brainstorming — Gathering Facts for Your Topic

🕒 ~3 min

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

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

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

“NOTICE -- Foundational: A brainstorm gathers facts; it is not a finished paragraph. Spotting a Fact List: what is a brainstorm?”

“CHOOSE -- Emergent: The most useful fact teaches how or why something works. Picking a Fact: which fact teaches the most?”

“SHOW -- Visible: A fact helps when it explains something to the reader. Why It Helps: what does the fact teach?”

“OWN -- Independent: I can list three facts about my own topic. My Facts: what facts do I know?”

“DEFEND -- Reflective: I choose the fact that teaches the reader the most. Defending My Fact: why is this fact best?”

ANSWER KEY: NOTICE: A brainstorm gathers facts; it is not a finished paragraph. · CHOOSE: The most useful fact teaches how or why something works. · SHOW: A fact helps when it explains something to the reader. · OWN: I can list three facts about my own topic. · DEFEND: I choose the fact that teaches the reader the most.

11(A)(i); 12(B)(i) · Brainstorming — Gathering Facts for Your Topic · Sheet 6 of 36 · Module 2 · Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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.

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

~5 min

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

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

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

▶ *Remind students of the scope: Just a list of facts — you are not writing the paragraph yet.*

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

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(A)(i); 12(B)(i) · Brainstorming — Gathering Facts for Your Topic · Sheet 6 of 36 · Module 2 · Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · How Do We Measure the Level of Thinking?

🕒 ~4 min

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

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“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.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Lists one fact. · CHOOSE: Lists two or three facts. · SHOW: Lists facts and circles one. · OWN: Circles a fact and gives a reason. · DEFEND: Explains why the chosen fact teaches the reader the most.

11(A)(i); 12(B)(i) · Brainstorming — Gathering Facts for Your Topic · Sheet 6 of 36 · Module 2 · Cluster 1

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Student Learning Objective · Choosing the Genre — When Informational Writing Fits

⌚ ~2 min

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

“Watch me for a second.”

▶ Write a mismatched example on the board (e.g., a to-do list written as a poem, or a narrative moment written as a set of instructions) and let students notice it feels wrong before you name why.

“Today's writing job is choosing the Genre — When Informational Writing Fits. Here is our objective: Students will choose informational writing when the purpose is to explain or teach with facts.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

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

PREP & MATERIALS: the Choosing the Genre — When Informational Writing Fits slide deck · student Writing Tracking Sheets · writing journals/pencils · TEKS: 11(A)(i), 12(B)(i) · ELPS: 5(B), 5(G)

11(A)(i); 12(B)(i) · Choosing the Genre — When Informational Writing Fits · Sheet 7 of 36 · Module 3 · Cluster 1

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.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week -- what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"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."

▶ Now flip to the I CAN side -- these are the same statements from the student's point of view.

"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."

▶ Have students echo one I CAN statement in their own words before moving on.

ANSWER KEY: I can choose the genre that fits my job.

11(A)(i); 12(B)(i) · Choosing the Genre — When Informational Writing Fits · Sheet 7 of 36 · Module 3 · Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

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.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Spot the Genre

~3 min

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

“Let's warm up our writer's eyes. Spot the Genre.”

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

▶ Show or read the example: A: ‘One morning, Mia raced to the garden and gasped...’ / B: ‘A garden needs sunlight, water, and rich soil to grow.’

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

▶ Give quiet think time, then take responses. This is Foundational-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Point to the informational piece — the one that teaches facts.

11(A)(i); 12(B)(i) • Choosing the Genre — When Informational Writing Fits • Sheet 7 of 36 • Module 3 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today. Expected: an answer that matches the TASK and EXAMPLE shown -- Point to the informational piece — the one that teaches facts.

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

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

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

Ask a volunteer to explain how they knew before moving to CHOOSE.

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.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Match Purpose to Genre

⌚ ~4 min

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

“Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support.”

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

▶ *Show or read the example: Purpose: to teach how a garden grows. Genre: (a story / an informational piece)*

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

▶ *Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.*

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

11(A)(i); 12(B)(i) • Choosing the Genre — When Informational Writing Fits • Sheet 7 of 36 • Module 3 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown -- Choose the genre that fits a purpose to explain or teach.

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

“What if I'm not sure?” Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: ‘How do you know that one fits?’

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).

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show the Genre Clues

⌚ ~4 min

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

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“Tell what shows a piece is informational.”

▶ Show or read the example: ‘First, plant the seeds. Next, water them. Roots grow down to reach the water.’

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

▶ Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.

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

11(A)(i); 12(B)(i) • Choosing the Genre — When Informational Writing Fits • Sheet 7 of 36 • Module 3 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Underline a clue that shows the piece is informational (a fact or an explaining word).

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Choose for Your Topic

Slide 6 of 10

OWN • Independent thinking

Cluster 1 • Module 3



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.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Choose for Your Topic

🕒 ~5 min

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

“Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you.”

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

▶ Show or read the example: Topic: our class garden • Purpose: to teach how it grows

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

▶ Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.

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

11(A)(i); 12(B)(i) • Choosing the Genre — When Informational Writing Fits • Sheet 7 of 36 • Module 3 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown -- Name the genre you would choose and one reason it fits.

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



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.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend the Genre

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too.”

“Explain why informational writing fits a purpose to teach.”

▶ *Show or read the example: ‘Informational fits because my job is to teach facts, not to tell a story.’*

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

▶ *Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.*

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

11(A)(i); 12(B)(i) • Choosing the Genre — When Informational Writing Fits • Sheet 7 of 36 • Module 3 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown -- Tell why informational writing fits your job better than a story would.

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (‘it just sounds better’) instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes -- note them for later modules, but today’s example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

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

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

Thinking-Levels Chart

Slide 8 of 10

How this concept grows across the five RPLD levels

Cluster 1 • Module 3

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



NOTICE
Foundational

An informational piece teaches facts; a story tells what happened.

Spotting the Genre
Which piece is informational?



CHOOSE
Emergent

When the purpose is to teach or explain, informational writing fits.

Matching the Genre
Which genre fits the purpose?



SHOW
Visible

Facts and explaining words are clues that a piece is informational.

Genre Clues
What shows it is informational?



OWN
Independent

I can choose the genre that fits my own topic and purpose.

My Choice
What genre fits my job?



DEFEND
Reflective

Informational fits when the job is to teach facts, not tell a story.

Defending the Genre
Why does informational fit?

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Thinking-Levels Chart · Choosing the Genre — When Informational Writing Fits

⌚ ~3 min

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

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

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

“NOTICE -- Foundational: An informational piece teaches facts; a story tells what happened. Spotting the Genre: which piece is informational?”

“CHOOSE -- Emergent: When the purpose is to teach or explain, informational writing fits. Matching the Genre: which genre fits the purpose?”

“SHOW -- Visible: Facts and explaining words are clues that a piece is informational. Genre Clues: what shows it is informational?”

“OWN -- Independent: I can choose the genre that fits my own topic and purpose. My Choice: what genre fits my job?”

“DEFEND -- Reflective: Informational fits when the job is to teach facts, not tell a story. Defending the Genre: why does informational fit?”

ANSWER KEY: NOTICE: An informational piece teaches facts; a story tells what happened. · CHOOSE: When the purpose is to teach or explain, informational writing fits. · SHOW: Facts and explaining words are clues that a piece is informational. · OWN: I can choose the genre that fits my own topic and purpose. · DEFEND: Informational fits when the job is to teach facts, not tell a story.

11(A)(i); 12(B)(i) · Choosing the Genre — When Informational Writing Fits · Sheet 7 of 36 · Module 3 · Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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?

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

🕒 ~5 min

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

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

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

▶ *Remind students of the scope: Ask: is my job to TEACH facts, or to TELL a story?*

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

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(A)(i); 12(B)(i) · Choosing the Genre — When Informational Writing Fits · Sheet 7 of 36 · Module 3 · Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · How Do We Measure the Level of Thinking?

⌚ ~4 min

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

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“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.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Names a genre. · CHOOSE: Names a genre and gives a general reason. · SHOW: Names the genre that fits and gives a clear reason. · OWN: Names the best-fitting genre and ties the reason to the purpose. · DEFEND: Explains why that genre fits better than another choice would.

11(A)(i); 12(B)(i) · Choosing the Genre — When Informational Writing Fits · Sheet 7 of 36 · Module 3 · Cluster 1

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Student Learning Objective · Mapping — Planning Your Informational Response

⌚ ~2 min

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

“Raise your hand if you have ever started writing something and then realized halfway through that it was not quite working. That happens to real writers all the time.”

▶ *Let students share a quick example, then bring their attention to today's title.*

“Today's writing job is mapping — Planning Your Informational Response. Here is our objective: Students will map an informational response — a topic sentence, supporting facts, and a closing — before drafting.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

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

PREP & MATERIALS: the Mapping — Planning Your Informational Response slide deck · student Writing Tracking Sheets · writing journals/pencils · TEKS: 11(A)(i), 12(B)(i) · ELPS: 5(B), 5(G)

11(A)(i); 12(B)(i) · Mapping — Planning Your Informational Response · Sheet 8 of 36 · Module 4 · Cluster 1

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.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

⌚ ~3 min

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

"Here is our target for the week -- what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"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."

▶ Now flip to the I CAN side -- these are the same statements from the student's point of view.

"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."

▶ Have students echo one I CAN statement in their own words before moving on.

ANSWER KEY: I can plan a closing.

11(A)(i); 12(B)(i) · Mapping — Planning Your Informational Response · Sheet 8 of 36 · Module 4 · Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

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.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Spot the Map

~3 min

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

“Let's warm up our writer's eyes. Spot the Map.”

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

► Show or read the example: A: Topic sentence ____ Fact 1 ____ Fact 2 ____ Closing ____ /
B: A garden needs sunlight, water, and rich soil, and each part helps...

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

► Give quiet think time, then take responses. This is Foundational-level evidence -- match your support to that level, no more, no less.

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

11(A)(i); 12(B)(i) • Mapping — Planning Your Informational Response • Sheet 8 of 36 • Module 4 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Point to the map — the plan with a spot for the topic sentence, the facts, and the closing.

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

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

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

Ask a volunteer to explain how they knew before moving to CHOOSE.

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.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · CHOOSE · Emergent · Name a Map Part

~4 min

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

“Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support.”

“With support, match a sentence to its map part.”

▶ Show or read the example: ‘A garden needs three things to grow.’ is the (Topic sentence / Closing)

“Choose the map part that fits the sentence.”

▶ Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Choose the map part that fits the sentence.

11(A)(i); 12(B)(i) · Mapping — Planning Your Informational Response · Sheet 8 of 36 · Module 4 · Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown -- Choose the map part that fits the sentence.

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

“What if I'm not sure?” Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: ‘How do you know that one fits?’

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.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show a Supporting Fact

⌚ ~4 min

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

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“Find a fact that supports the topic sentence.”

▶ *Show or read the example: Topic: A garden needs three things to grow. Fact: Roots need water to carry food to the plant.*

“Underline the supporting fact in the plan.”

▶ *Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.*

ANSWER KEY: Underline the supporting fact in the plan.

11(A)(i); 12(B)(i) • Mapping — Planning Your Informational Response • Sheet 8 of 36 • Module 4 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Underline the supporting fact in the plan.

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



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.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN •
Independent • Map Your Own

🕒 ~5 min

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

“Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you.”

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

▶ Show or read the example: Topic sentence • Fact 1 • Fact 2 • Closing

“Write one line for each part of your informational map.”

▶ Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Write one line for each part of your informational map.

11(A)(i); 12(B)(i) • Mapping — Planning Your Informational Response •
Sheet 8 of 36 • Module 4 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown -- Write one line for each part of your informational map.

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · DEFEND · Reflective · Defend Your Map

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too.”

“Explain why your facts support your topic sentence.”

▶ *Show or read the example: ‘My facts about sunlight and water support my topic sentence because they tell what a garden needs.’*

“Tell why your facts belong with your topic sentence.”

▶ *Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.*

ANSWER KEY: Tell why your facts belong with your topic sentence.

11(A)(i); 12(B)(i) · Mapping — Planning Your Informational Response · Sheet 8 of 36 · Module 4 · Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown -- Tell why your facts belong with your topic sentence.

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (‘it just sounds better’) instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes -- note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

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

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

Thinking-Levels Chart

Slide 8 of 10

How this concept grows across the five RPLD levels

Cluster 1 • Module 4

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



NOTICE
Foundational

An informational map has a topic sentence, supporting facts, and a closing.

Spotting the Map
What is an informational map?



CHOOSE
Emergent

A topic sentence names the subject; a closing wraps up the idea.

Naming a Part
Which map part is this?



SHOW
Visible

A supporting fact backs up the topic sentence.

Supporting Facts
Which fact supports the topic?



OWN
Independent

I can map a topic sentence, two facts, and a closing for my topic.

My Map
What goes in each part?



DEFEND
Reflective

My facts support my topic sentence because they tell what the topic needs.

Defending My Map
Why do the facts fit?

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Thinking-Levels Chart · Mapping — Planning Your Informational Response

~3 min

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

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

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

“NOTICE -- Foundational: An informational map has a topic sentence, supporting facts, and a closing. Spotting the Map: what is an informational map?”

“CHOOSE -- Emergent: A topic sentence names the subject; a closing wraps up the idea. Naming a Part: which map part is this?”

“SHOW -- Visible: A supporting fact backs up the topic sentence. Supporting Facts: which fact supports the topic?”

“OWN -- Independent: I can map a topic sentence, two facts, and a closing for my topic. My Map: what goes in each part?”

“DEFEND -- Reflective: My facts support my topic sentence because they tell what the topic needs. Defending My Map: why do the facts fit?”

ANSWER KEY: NOTICE: An informational map has a topic sentence, supporting facts, and a closing. · CHOOSE: A topic sentence names the subject; a closing wraps up the idea. · SHOW: A supporting fact backs up the topic sentence. · OWN: I can map a topic sentence, two facts, and a closing for my topic. · DEFEND: My facts support my topic sentence because they tell what the topic needs.

11(A)(i); 12(B)(i) · Mapping — Planning Your Informational Response · Sheet 8 of 36 · Module 4 · Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

YOUR WRITING TASK

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

Topic sentence → supporting facts → closing.

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

🕒 ~5 min

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

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

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

▶ *Remind students of the scope: Topic sentence → supporting facts → closing.*

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

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(A)(i); 12(B)(i) · Mapping — Planning Your Informational Response · Sheet 8 of 36 · Module 4 · Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · How Do We Measure the Level of Thinking?

⌚ ~4 min

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

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“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.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Names one map part. · CHOOSE: Names two or three map parts. · SHOW: Fills in most of the map. · OWN: Fills in the topic sentence, facts, and closing. · DEFEND: Explains why the facts support the topic sentence.

11(A)(i); 12(B)(i) · Mapping — Planning Your Informational Response · Sheet 8 of 36 · Module 4 · Cluster 1

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Student Learning Objective · What a Strong Introduction Does

🕒 ~2 min

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

“Think about the last time you had to decide how to tell someone something -- a story, an explanation, an opinion. Writers make that same choice every time they pick up a pencil.”

▶ *Let a student or two share, then bring their attention to today's title on the board.*

“Today's writing job is what a Strong Introduction Does. Here is our objective: Students will recognize what a strong introduction does — it names the topic and draws the reader in.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

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

PREP & MATERIALS: the What a Strong Introduction Does slide deck · student Writing Tracking Sheets · writing journals/pencils · TEKS: 11(B)(i), 12(B)(i) · ELPS: 5(B), 5(G)

11(B)(i); 12(B)(i) · What a Strong Introduction Does · Sheet 9 of 36 · Module 1 · Cluster 2

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.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week -- what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"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."

▶ Now flip to the I CAN side -- these are the same statements from the student's point of view.

"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."

▶ Have students echo one I CAN statement in their own words before moving on.

ANSWER KEY: I can judge whether an opening works.

11(B)(i); 12(B)(i) · What a Strong Introduction Does · Sheet 9 of 36 · Module 1 · Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

 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.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Spot the Introduction ~3 min

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

“Let's warm up our writer's eyes. Spot the Introduction.”

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

▶ Show or read the example: A: ‘I will tell you about Laura.’ / B: ‘Laura Ingalls Wilder turned her pioneer childhood into beloved books.’

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

▶ Give quiet think time, then take responses. This is Foundational-level evidence -- match your support to that level, no more, no less.

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

11(B)(i); 12(B)(i) • What a Strong Introduction Does • Sheet 9 of 36 • Module 1 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Point to the opening that names the topic and makes you want to read on.

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

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

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

Ask a volunteer to explain how they knew before moving to CHOOSE.

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.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Pick the Stronger Opening

~4 min

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

“Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support.”

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

▶ *Show or read the example: (Laura was a girl. / Laura Ingalls Wilder grew up on the American frontier and became a famous author.)*

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

▶ *Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.*

ANSWER KEY: Choose the opening that tells the reader what the piece is about.

11(B)(i); 12(B)(i) • What a Strong Introduction Does • Sheet 9 of 36 • Module 1 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown -- Choose the opening that tells the reader what the piece is about.

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

“What if I'm not sure?” Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: ‘How do you know that one fits?’

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.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible •
Show the Introduction's Job

⌚ ~4 min

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

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“Tell what a strong introduction does for the reader.”

▶ Show or read the example: ‘Laura Ingalls Wilder's frontier life became some of America's most beloved books.’

“Underline the words that name the topic.”

▶ Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Underline the words that name the topic.

11(B)(i); 12(B)(i) • What a Strong Introduction Does • Sheet 9 of 36 •
Module 1 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Underline the words that name the topic.

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence.
Look for the reasoning, not only the correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



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.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Judge an Opening

🕒 ~5 min

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

“Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you.”

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

▶ *Show or read the example: ‘Laura liked things. She did stuff on the prairie.’*

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

▶ *Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.*

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

11(B)(i); 12(B)(i) • What a Strong Introduction Does • Sheet 9 of 36 • Module 1 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown -- Decide whether the opening does its job, and tell why or why not.

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



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.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend a Strong Opening

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too.”

“Explain why one opening is stronger than another.”

▶ *Show or read the example: ‘The second opening is stronger because it names Laura and tells why she matters.’*

“Tell why the opening you chose is strong.”

▶ *Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.*

ANSWER KEY: Tell why the opening you chose is strong.

11(B)(i); 12(B)(i) • What a Strong Introduction Does • Sheet 9 of 36 • Module 1 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown -- Tell why the opening you chose is strong.

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (‘it just sounds better’) instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes -- note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

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

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

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?

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • What a Strong Introduction Does

~3 min

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

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

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

"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?"

ANSWER KEY: NOTICE: A strong introduction names the topic and draws the reader in. • CHOOSE: The stronger opening tells the reader what the whole piece is about. • SHOW: An introduction's job is to name the topic and make the reader want to continue. • OWN: I can judge whether an opening introduces the topic well. • DEFEND: A strong opening names the topic clearly and pulls the reader in.

11(B)(i); 12(B)(i) • What a Strong Introduction Does • Sheet 9 of 36 • Module 1 • Cluster 2

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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.

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

⌚ ~5 min

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

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

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

▶ *Remind students of the scope: A strong introduction names the topic and makes the reader want to keep going.*

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

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(B)(i); 12(B)(i) · What a Strong Introduction Does · Sheet 9 of 36 · Module 1 · Cluster 2

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · How Do We Measure the Level of Thinking?

⌚ ~4 min

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

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“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.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Points to an opening. · CHOOSE: Chooses the stronger opening. · SHOW: Chooses it and names one reason. · OWN: Judges the opening and explains why. · DEFEND: Explains clearly why the opening names the topic and draws the reader in.

11(B)(i); 12(B)(i) · What a Strong Introduction Does · Sheet 9 of 36 · Module 1 · Cluster 2

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Student Learning Objective · Writing a Topic Sentence

⌚ ~2 min

11(B)(i); 12(B)(i) · Writing a Topic Sentence · Sheet 10 of 36 · Module 2 · Cluster 2

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

“Every year from now on, someone is going to hand you a writing job and expect you to know what to do with it. Today we build the skill that makes that easy.”

▶ *Pause briefly, then reveal today's title and objective.*

“Today's writing job is writing a Topic Sentence. Here is our objective: Students will write a topic sentence that clearly names the subject of an informational piece.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

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

PREP & MATERIALS: the Writing a Topic Sentence slide deck · student Writing Tracking Sheets · writing journals/pencils · TEKS: 11(B)(i), 12(B)(i) · ELPS: 5(B), 5(G)

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.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week -- what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"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."

▶ Now flip to the I CAN side -- these are the same statements from the student's point of view.

"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."

▶ Have students echo one I CAN statement in their own words before moving on.

ANSWER KEY: I can explain why my topic sentence fits.

11(B)(i); 12(B)(i) · Writing a Topic Sentence · Sheet 10 of 36 · Module 2 · Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

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.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Spot the Topic Sentence

~3 min

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

“Let's warm up our writer's eyes. Spot the Topic Sentence.”

“Point to the sentence that names the subject of the whole piece.”

▶ *Show or read the example: A: ‘She was born in 1867.’ / B: ‘Laura Ingalls Wilder was a pioneer who became a famous author.’*

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

▶ *Give quiet think time, then take responses. This is Foundational-level evidence -- match your support to that level, no more, no less.*

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

11(B)(i); 12(B)(i) · Writing a Topic Sentence · Sheet 10 of 36 · Module 2 · Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Point to the topic sentence — the one that names what the whole piece is about.

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

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

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

Ask a volunteer to explain how they knew before moving to CHOOSE.

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.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Pick the Clear Topic Sentence

🕒 ~4 min

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

“Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support.”

“With support, choose the clearest topic sentence.”

▶ Show or read the example: (Laura did many things. / Laura Ingalls Wilder wrote books about frontier life.)

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

▶ Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.

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

11(B)(i); 12(B)(i) • Writing a Topic Sentence • Sheet 10 of 36 • Module 2 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Choose the sentence that names the subject clearly, not too broadly.

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

“What if I'm not sure?” Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: ‘How do you know that one fits?’

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.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show What Makes It Clear

⌚ ~4 min

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

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“Tell what makes a topic sentence clear.”

▶ Show or read the example: ‘Laura Ingalls Wilder shared pioneer life through her Little House books.’

“Underline the subject the sentence names.”

▶ Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Underline the subject the sentence names.

11(B)(i); 12(B)(i) • Writing a Topic Sentence • Sheet 10 of 36 • Module 2 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Underline the subject the sentence names.

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



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.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN •
Independent • Write Your Own

🕒 ~5 min

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

“Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you.”

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

▶ Show or read the example: Subject: Laura Ingalls Wilder → Topic sentence:

“Write one clear topic sentence that names your subject.”

▶ Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Write one clear topic sentence that names your subject.

11(B)(i); 12(B)(i) • Writing a Topic Sentence • Sheet 10 of 36 • Module 2 •
Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown -- Write one clear topic sentence that names your subject.

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



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.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend Your Topic Sentence

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too.”

“Explain why your topic sentence fits your piece.”

▶ *Show or read the example: ‘My topic sentence names Laura and tells that she wrote about pioneer life, which is my whole topic.’*

“Tell why your topic sentence fits the piece.”

▶ *Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.*

ANSWER KEY: Tell why your topic sentence fits the piece.

11(B)(i); 12(B)(i) • Writing a Topic Sentence • Sheet 10 of 36 • Module 2 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown -- Tell why your topic sentence fits the piece.

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (‘it just sounds better’) instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes -- note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

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

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

Thinking-Levels Chart

Slide 8 of 10

How this concept grows across the five RPLD levels

Cluster 2 • Module 2

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?

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Thinking-Levels Chart · Writing a Topic Sentence

~3 min

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

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

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

“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?”

ANSWER KEY: NOTICE: A topic sentence names the subject of the whole piece. · CHOOSE: A clear topic sentence names the subject — not too broad, not too narrow. · SHOW: A topic sentence is clear when it names exactly what the piece is about. · OWN: I can write a clear topic sentence for my subject. · DEFEND: My topic sentence fits because it names the subject of my whole piece.

11(B)(i); 12(B)(i) · Writing a Topic Sentence · Sheet 10 of 36 · Module 2 · Cluster 2

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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.

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

🕒 ~5 min

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

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

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

▶ *Remind students of the scope: One clear sentence that names what the whole piece is about.*

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

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(B)(i); 12(B)(i) · Writing a Topic Sentence · Sheet 10 of 36 · Module 2 · Cluster 2

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · How Do We Measure the Level of Thinking?

⌚ ~4 min

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

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“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.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Names a subject. · CHOOSE: Writes a general sentence about the subject. · SHOW: Writes a topic sentence that names the subject. · OWN: Writes a clear topic sentence, not too broad. · DEFEND: Explains why the topic sentence names the whole subject.

11(B)(i); 12(B)(i) · Writing a Topic Sentence · Sheet 10 of 36 · Module 2 · Cluster 2

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Student Learning Objective · Adding a Hook

🕒 ~2 min

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

“Watch me for a second.”

▶ Write a mismatched example on the board (e.g., a to-do list written as a poem, or a narrative moment written as a set of instructions) and let students notice it feels wrong before you name why.

“Today's writing job is adding a Hook. Here is our objective: Students will add a hook that draws the reader into an informational piece.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

ANSWER KEY: Objective: Students will add a hook that draws the reader into an informational piece.

PREP & MATERIALS: the Adding a Hook slide deck · student Writing Tracking Sheets · writing journals/pencils · TEKS: 11(B)(i), 12(B)(i) · ELPS: 5(B), 5(G)

11(B)(i); 12(B)(i) · Adding a Hook · Sheet 11 of 36 · Module 3 · Cluster 2

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.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

⌚ ~3 min

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

"Here is our target for the week -- what I will do, and what that lets me do."

▶ *Read each I WILL statement, pausing so students can picture themselves doing it.*

"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."

▶ *Now flip to the I CAN side -- these are the same statements from the student's point of view.*

"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."

▶ *Have students echo one I CAN statement in their own words before moving on.*

ANSWER KEY: I can explain why my hook fits my topic.

11(B)(i); 12(B)(i) · Adding a Hook · Sheet 11 of 36 · Module 3 · Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

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.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Spot the Hook

~3 min

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

“Let's warm up our writer's eyes. Spot the Hook.”

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

▶ Show or read the example: A: ‘This piece is about Laura.’ / B: ‘Imagine a covered wagon rolling west across an empty prairie.’

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

▶ Give quiet think time, then take responses. This is Foundational-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Point to the hook — the opening that pulls the reader in.

11(B)(i); 12(B)(i) • Adding a Hook • Sheet 11 of 36 • Module 3 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Point to the hook — the opening that pulls the reader in.

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

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

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

Ask a volunteer to explain how they knew before moving to CHOOSE.

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.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Pick the Stronger Hook

🕒 ~4 min

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

“Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support.”

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

▶ Show or read the example: (Here are facts about Laura. / What was it like to grow up with no towns for miles?)

“Choose the hook that makes the reader curious.”

▶ Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Choose the hook that makes the reader curious.

11(B)(i); 12(B)(i) • Adding a Hook • Sheet 11 of 36 • Module 3 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown -- Choose the hook that makes the reader curious.

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

“What if I'm not sure?” Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: ‘How do you know that one fits?’

 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.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible •
Show the Kind of Hook ~4 min

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

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

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

▶ Show or read the example: ‘Laura once lived in a house made of earth, dug right into a hill.’

“Underline the part that surprises or interests the reader.”

▶ Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Underline the part that surprises or interests the reader.

11(B)(i); 12(B)(i) • Adding a Hook • Sheet 11 of 36 • Module 3 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Underline the part that surprises or interests the reader.

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



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.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own

⌚ ~5 min

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

“Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you.”

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

▶ *Show or read the example: Try a question, a surprising fact, or a vivid picture.*

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

▶ *Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.*

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

11(B)(i); 12(B)(i) • Adding a Hook • Sheet 11 of 36 • Module 3 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown -- Write a hook that makes a reader want to learn about Laura.

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



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.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend Your Hook

🕒 ~5 min

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

“Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too.”

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

▶ *Show or read the example: ‘My hook asks a question about frontier life, which connects right to my topic about Laura.’*

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

▶ *Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.*

ANSWER KEY: Tell why your hook fits your topic and grabs the reader.

11(B)(i); 12(B)(i) • Adding a Hook • Sheet 11 of 36 • Module 3 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown -- Tell why your hook fits your topic and grabs the reader.

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes -- note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

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

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

Thinking-Levels Chart

Slide 8 of 10

How this concept grows across the five RPLD levels

Cluster 2 • Module 3

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



NOTICE
Foundational

A hook is an opening that grabs the reader's attention.

Spotting the Hook
Which opening grabs attention?



CHOOSE
Emergent

The stronger hook makes the reader curious about the topic.

Picking the Hook
Which hook draws you in?



SHOW
Visible

A hook can be a question, a surprising fact, or a vivid picture.

Kinds of Hooks
What kind of hook is this?



OWN
Independent

I can write a hook that pulls the reader into my topic.

My Hook
How can I grab the reader?



DEFEND
Reflective

My hook fits because it connects to my topic and makes the reader curious.

Defending the Hook
Why does the hook fit?

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Thinking-Levels Chart · Adding a Hook

🕒 ~3 min

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

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

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

“NOTICE -- Foundational: A hook is an opening that grabs the reader's attention. Spotting the Hook: which opening grabs attention?”

“CHOOSE -- Emergent: The stronger hook makes the reader curious about the topic. Picking the Hook: which hook draws you in?”

“SHOW -- Visible: A hook can be a question, a surprising fact, or a vivid picture. Kinds of Hooks: what kind of hook is this?”

“OWN -- Independent: I can write a hook that pulls the reader into my topic. My Hook: how can I grab the reader?”

“DEFEND -- Reflective: My hook fits because it connects to my topic and makes the reader curious. Defending the Hook: why does the hook fit?”

ANSWER KEY: NOTICE: A hook is an opening that grabs the reader's attention. · CHOOSE: The stronger hook makes the reader curious about the topic. · SHOW: A hook can be a question, a surprising fact, or a vivid picture. · OWN: I can write a hook that pulls the reader into my topic. · DEFEND: My hook fits because it connects to my topic and makes the reader curious.

11(B)(i); 12(B)(i) · Adding a Hook · Sheet 11 of 36 · Module 3 · Cluster 2

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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.

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

~5 min

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

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

“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.”

▶ *Remind students of the scope: A hook grabs attention — and it still connects to your topic.*

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

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(B)(i); 12(B)(i) · Adding a Hook · Sheet 11 of 36 · Module 3 · Cluster 2

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · How Do We Measure the Level of Thinking?

🕒 ~4 min

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

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“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.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Writes an opening. · CHOOSE: Writes an opening that tries to interest the reader. · SHOW: Writes a hook (question, fact, or picture). · OWN: Writes a hook that clearly connects to the topic. · DEFEND: Explains why the hook fits the topic and draws the reader in.

11(B)(i); 12(B)(i) · Adding a Hook · Sheet 11 of 36 · Module 3 · Cluster 2

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Student Learning Objective · Building the Whole Introduction

⌚ ~2 min

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

“Raise your hand if you have ever started writing something and then realized halfway through that it was not quite working. That happens to real writers all the time.”

▶ *Let students share a quick example, then bring their attention to today's title.*

“Today's writing job is building the Whole Introduction. Here is our objective: Students will build a complete introduction — a hook, a topic sentence, and a preview.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

ANSWER KEY: Objective: Students will build a complete introduction — a hook, a topic sentence, and a preview.

PREP & MATERIALS: the Building the Whole Introduction slide deck · student Writing Tracking Sheets · writing journals/pencils · TEKS: 11(B)(i), 12(B)(i) · ELPS: 5(B), 5(G)

11(B)(i); 12(B)(i) · Building the Whole Introduction · Sheet 12 of 36 · Module 4 · Cluster 2

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.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week -- what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"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."

▶ Now flip to the I CAN side -- these are the same statements from the student's point of view.

"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."

▶ Have students echo one I CAN statement in their own words before moving on.

ANSWER KEY: I can explain how my introduction works together.

11(B)(i); 12(B)(i) · Building the Whole Introduction · Sheet 12 of 36 · Module 4 · Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

 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.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Spot the Three Parts

 ~3 min

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

“Let's warm up our writer's eyes. Spot the Three Parts.”

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

▶ Show or read the 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.’

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

▶ Give quiet think time, then take responses. This is Foundational-level evidence -- match your support to that level, no more, no less.

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

11(B)(i); 12(B)(i) • Building the Whole Introduction • Sheet 12 of 36 • Module 4 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Point to each part: the hook, the topic sentence, and the preview.

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

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

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

Ask a volunteer to explain how they knew before moving to CHOOSE.

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.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · CHOOSE · Emergent · Put the Parts in Order

~4 min

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

“Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support.”

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

▶ Show or read the example: (topic sentence → hook → preview / hook → topic sentence → preview)

“Choose the order that flows best for the reader.”

▶ Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Choose the order that flows best for the reader.

11(B)(i); 12(B)(i) · Building the Whole Introduction · Sheet 12 of 36 · Module 4 · Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown -- Choose the order that flows best for the reader.

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

“What if I'm not sure?” Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: ‘How do you know that one fits?’

Show a Missing Part

Slide 5 of 10

SHOW • Visible thinking

Cluster 2 • Module 4

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.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show a Missing Part

⌚ ~4 min

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

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“Find which part an introduction is missing.”

▶ Show or read the example: ‘Imagine a wagon rolling west. Her childhood, her books, and her fame began on the frontier.’ (What is missing?)

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

▶ Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.

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

11(B)(i); 12(B)(i) • Building the Whole Introduction • Sheet 12 of 36 • Module 4 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Underline where the missing part should go, and name it.

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



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.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN •
Independent • Build Your Own

~5 min

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

“Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you.”

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

▶ Show or read the example: Hook • Topic sentence • Preview

“Write all three parts for an introduction about Laura.”

▶ Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Write all three parts for an introduction about Laura.

11(B)(i); 12(B)(i) • Building the Whole Introduction • Sheet 12 of 36 •
Module 4 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown -- Write all three parts for an introduction about Laura.

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



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.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend Your Introduction

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too.”

“Explain how your three parts work together.”

▶ *Show or read the example: ‘My hook pulls the reader in, my topic sentence names Laura, and my preview tells what is coming.’*

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

▶ *Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.*

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

11(B)(i); 12(B)(i) • Building the Whole Introduction • Sheet 12 of 36 • Module 4 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown -- Tell how your hook, topic sentence, and preview work together.

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (‘it just sounds better’) instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes -- note them for later modules, but today’s example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

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

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

Thinking-Levels Chart

Slide 8 of 10

How this concept grows across the five RPLD levels

Cluster 2 • Module 4

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



NOTICE
Foundational

An introduction has three parts: a hook, a topic sentence, and a preview.

The Three Parts
What are the parts of an intro?



CHOOSE
Emergent

The parts flow best as hook → topic sentence → preview.

Ordering the Parts
What order works best?



SHOW
Visible

An introduction is incomplete when a part is missing.

A Missing Part
Which part is missing?



OWN
Independent

I can write a whole introduction with all three parts.

My Introduction
What are my three parts?



DEFEND
Reflective

My parts work together: the hook draws in, the topic sentence names, the preview points ahead.

How It Works Together
Why does my intro work?

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Thinking-Levels Chart · Building the Whole Introduction

~3 min

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

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

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

“NOTICE -- Foundational: An introduction has three parts: a hook, a topic sentence, and a preview. The Three Parts: what are the parts of an intro?”

“CHOOSE -- Emergent: The parts flow best as hook → topic sentence → preview. Ordering the Parts: what order works best?”

“SHOW -- Visible: An introduction is incomplete when a part is missing. A Missing Part: which part is missing?”

“OWN -- Independent: I can write a whole introduction with all three parts. My Introduction: what are my three parts?”

“DEFEND -- Reflective: My parts work together: the hook draws in, the topic sentence names, the preview points ahead. How It Works Together: why does my intro work?”

ANSWER KEY: NOTICE: An introduction has three parts: a hook, a topic sentence, and a preview. · CHOOSE: The parts flow best as hook → topic sentence → preview. · SHOW: An introduction is incomplete when a part is missing. · OWN: I can write a whole introduction with all three parts. · DEFEND: My parts work together: the hook draws in, the topic sentence names, the preview points ahead.

11(B)(i); 12(B)(i) · Building the Whole Introduction · Sheet 12 of 36 · Module 4 · Cluster 2

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task ~5 min

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

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

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

▶ *Remind students of the scope: Three parts, in order: hook → topic sentence → preview.*

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

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(B)(i); 12(B)(i) · Building the Whole Introduction · Sheet 12 of 36 ·
Module 4 · Cluster 2

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · How Do We Measure the Level of Thinking?

⌚ ~4 min

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

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“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.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Writes one part. · CHOOSE: Writes two of the three parts. · SHOW: Writes all three parts. · OWN: Writes a hook, topic sentence, and preview that fit together. · DEFEND: Explains how the three parts work together.

11(B)(i); 12(B)(i) · Building the Whole Introduction · Sheet 12 of 36 · Module 4 · Cluster 2

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

STUDENT LEARNING OBJECTIVE

Students will recognize what a strong conclusion does — it restates the main idea and leaves the reader with something to remember.

TEKS — Writing Process & Writing Genre

11(B)(ii) Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Student Learning Objective · What a Strong Conclusion Does

⌚ ~2 min

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

“Think about the last time you had to decide how to tell someone something -- a story, an explanation, an opinion. Writers make that same choice every time they pick up a pencil.”

▶ *Let a student or two share, then bring their attention to today's title on the board.*

“Today's writing job is what a Strong Conclusion Does. Here is our objective: Students will recognize what a strong conclusion does — it restates the main idea and leaves the reader with something to remember.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

ANSWER KEY: Objective: Students will recognize what a strong conclusion does — it restates the main idea and leaves the reader with something to remember.

PREP & MATERIALS: the What a Strong Conclusion Does slide deck · student Writing Tracking Sheets · writing journals/pencils · TEKS: 11(B)(ii), 12(B)(i) · ELPS: 5(B), 5(G)

11(B)(ii); 12(B)(i) · What a Strong Conclusion Does · Sheet 13 of 36 · Module 1 · Cluster 3

I WILL...

- I will notice how an informational piece ends.
- I will look for a closing that restates the main idea.
- I will look for an ending that leaves the reader with something to remember.
- I will tell a strong conclusion from a weak one.

I CAN...

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

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week -- what I will do, and what that lets me do."

▶ *Read each I WILL statement, pausing so students can picture themselves doing it.*

"I will notice how an informational piece ends."

"I will look for a closing that restates the main idea."

"I will look for an ending that leaves the reader with something to remember."

"I will tell a strong conclusion from a weak one."

▶ *Now flip to the I CAN side -- these are the same statements from the student's point of view.*

"I can find the conclusion."

"I can tell a strong ending from a weak one."

"I can explain a conclusion's job."

"I can judge whether an ending works."

▶ *Have students echo one I CAN statement in their own words before moving on.*

ANSWER KEY: I can judge whether an ending works.

11(B)(ii); 12(B)(i) · What a Strong Conclusion Does · Sheet 13 of 36 · Module 1 · Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE — Foundational**TASK**

An informational piece can end two different ways. **Point to the ending that restates the main idea and leaves you with something to remember.**

EXAMPLE

A: “Milk comes from cows.”

B: “Because Pasteur discovered how to kill harmful germs by heating liquids, the milk we drink today is safer.”

YOUR TURN

Point to the ending that wraps up the main idea and makes it stick.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Spot the Conclusion

⌚ ~3 min

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

“Let's warm up our writer's eyes. Spot the Conclusion.”

“An informational piece can end two different ways. Point to the ending that restates the main idea and leaves you with something to remember.”

▶ Show or read the example: A: ‘Milk comes from cows.’ / B: ‘Because Pasteur discovered how to kill harmful germs by heating liquids, the milk we drink today is safer.’

“Point to the ending that wraps up the main idea and makes it stick.”

▶ Give quiet think time, then take responses. This is Foundational-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Point to the ending that wraps up the main idea and makes it stick.

11(B)(ii); 12(B)(i) • What a Strong Conclusion Does • Sheet 13 of 36 • Module 1 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today. Expected: an answer that matches the TASK and EXAMPLE shown -- Point to the ending that wraps up the main idea and makes it stick.

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

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

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

Ask a volunteer to explain how they knew before moving to CHOOSE.

Pick the Stronger Ending

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 3 • Module 1

CHOOSE — Emergent

TASK

With support, **choose the ending that best wraps up the piece.**

EXAMPLE

(Milk is white and cold. / Pasteur's discovery still keeps our food and drinks safe today.)

YOUR TURN

Choose the ending that restates the main idea, not just adds a random detail.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Pick the Stronger Ending

⌚ ~4 min

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

“Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support.”

“With support, choose the ending that best wraps up the piece.”

▶ *Show or read the example: (Milk is white and cold. / Pasteur's discovery still keeps our food and drinks safe today.)*

“Choose the ending that restates the main idea, not just adds a random detail.”

▶ *Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.*

ANSWER KEY: Choose the ending that restates the main idea, not just adds a random detail.

11(B)(ii); 12(B)(i) • What a Strong Conclusion Does • Sheet 13 of 36 • Module 1 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Choose the ending that restates the main idea, not just adds a random detail.

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

“What if I'm not sure?” Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: ‘How do you know that one fits?’

SHOW — Visible

TASK

Tell what a strong conclusion does for the reader.

EXAMPLE

“Because one scientist found a way to kill germs, families everywhere can trust the milk they drink.”

YOUR TURN

Underline the words that restate the main idea.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible •
Show the Conclusion's Job

🕒 ~4 min

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

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“Tell what a strong conclusion does for the reader.”

▶ Show or read the example: ‘Because one scientist found a way to kill germs, families everywhere can trust the milk they drink.’

“Underline the words that restate the main idea.”

▶ Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Underline the words that restate the main idea.

11(B)(ii); 12(B)(i) • What a Strong Conclusion Does • Sheet 13 of 36 •
Module 1 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Underline the words that restate the main idea.

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN — Independent

TASK

Read an ending and **decide whether it wraps up the piece well** — no word bank.

EXAMPLE

“Pasteur did stuff. The end.”



YOUR TURN

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

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Judge an Ending

⌚ ~5 min

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

“Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you.”

“Read an ending and decide whether it wraps up the piece well — no word bank.”

▶ *Show or read the example: ‘Pasteur did stuff. The end.’*

“Decide whether the ending does its job, and tell why or why not.”

▶ *Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.*

ANSWER KEY: Decide whether the ending does its job, and tell why or why not.

11(B)(ii); 12(B)(i) • What a Strong Conclusion Does • Sheet 13 of 36 • Module 1 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown -- Decide whether the ending does its job, and tell why or why not.

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND — Reflective

TASK

Explain why one ending is stronger than another.

EXAMPLE

“The second ending is stronger because it restates the discovery and tells why it still matters.”



YOUR TURN

Tell why the ending you chose is strong.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend a Strong Ending

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too.”

“Explain why one ending is stronger than another.”

▶ *Show or read the example: ‘The second ending is stronger because it restates the discovery and tells why it still matters.’*

“Tell why the ending you chose is strong.”

▶ *Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.*

ANSWER KEY: Tell why the ending you chose is strong.

11(B)(ii); 12(B)(i) • What a Strong Conclusion Does • Sheet 13 of 36 • Module 1 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown -- Tell why the ending you chose is strong.

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (‘it just sounds better’) instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes -- note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

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

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

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 strong conclusion restates the main idea and leaves the reader with something to remember.

Spotting the Conclusion
Which ending wraps up the piece?



CHOOSE
Emergent

The stronger ending restates the main idea instead of adding a random new detail.

Picking the Ending
Which ending is stronger?



SHOW
Visible

A conclusion's job is to restate the main idea and make it stick with the reader.

The Conclusion's Job
What does a conclusion do?



OWN
Independent

I can judge whether an ending wraps up the piece well.

Judging an Ending
Does the ending do its job?



DEFEND
Reflective

A strong ending restates the main idea clearly and leaves something to remember.

Defending the Ending
Why is this ending strong?

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Thinking-Levels Chart · What a Strong Conclusion Does

~3 min

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

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

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

“NOTICE -- Foundational: A strong conclusion restates the main idea and leaves the reader with something to remember. Spotting the Conclusion: which ending wraps up the piece?”

“CHOOSE -- Emergent: The stronger ending restates the main idea instead of adding a random new detail. Picking the Ending: which ending is stronger?”

“SHOW -- Visible: A conclusion's job is to restate the main idea and make it stick with the reader. The Conclusion's Job: what does a conclusion do?”

“OWN -- Independent: I can judge whether an ending wraps up the piece well. Judging an Ending: does the ending do its job?”

“DEFEND -- Reflective: A strong ending restates the main idea clearly and leaves something to remember. Defending the Ending: why is this ending strong?”

ANSWER KEY: NOTICE: A strong conclusion restates the main idea and leaves the reader with something to remember. · CHOOSE: The stronger ending restates the main idea instead of adding a random new detail. · SHOW: A conclusion's job is to restate the main idea and make it stick with the reader. · OWN: I can judge whether an ending wraps up the piece well. · DEFEND: A strong ending restates the main idea clearly and leaves something to remember.

11(B)(ii); 12(B)(i) · What a Strong Conclusion Does · Sheet 13 of 36 · Module 1 · Cluster 3

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

YOUR WRITING TASK

Read the two endings. Choose the one that better wraps up the piece, and tell why in one line.

A strong conclusion restates the main idea and leaves the reader with something to remember.

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

~5 min

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

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

“Read the two endings. Choose the one that better wraps up the piece, and tell why in one line.”

▶ *Remind students of the scope: A strong conclusion restates the main idea and leaves the reader with something to remember.*

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

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(B)(ii); 12(B)(i) · What a Strong Conclusion Does · Sheet 13 of 36 · Module 1 · Cluster 3

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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

Points to an ending.



CHOOSE
Emergent

Chooses the stronger ending.



SHOW
Visible

Chooses it and names one reason.



OWN
Independent

Judges the ending and explains why.



DEFEND
Reflective

Explains clearly why the ending restates the main idea and leaves something to remember.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

⌚ ~4 min

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

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“NOTICE -- Foundational: Points to an ending.”

“CHOOSE -- Emergent: Chooses the stronger ending.”

“SHOW -- Visible: Chooses it and names one reason.”

“OWN -- Independent: Judges the ending and explains why.”

“DEFEND -- Reflective: Explains clearly why the ending restates the main idea and leaves something to remember.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Points to an ending. · CHOOSE: Chooses the stronger ending. · SHOW: Chooses it and names one reason. · OWN: Judges the ending and explains why. · DEFEND: Explains clearly why the ending restates the main idea and leaves something to remember.

11(B)(ii); 12(B)(i) · What a Strong Conclusion Does · Sheet 13 of 36 · Module 1 · Cluster 3

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

STUDENT LEARNING OBJECTIVE

Students will write a closing sentence that clearly restates the main idea of an informational piece.

TEKS — Writing Process & Writing Genre

- 11(B)(ii)** Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion.
- 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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Student Learning Objective · Writing a Closing Sentence

⌚ ~2 min

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

“Every year from now on, someone is going to hand you a writing job and expect you to know what to do with it. Today we build the skill that makes that easy.”

▶ *Pause briefly, then reveal today's title and objective.*

“Today's writing job is writing a Closing Sentence. Here is our objective: Students will write a closing sentence that clearly restates the main idea of an informational piece.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

ANSWER KEY: Objective: Students will write a closing sentence that clearly restates the main idea of an informational piece.

PREP & MATERIALS: the Writing a Closing Sentence slide deck · student Writing Tracking Sheets · writing journals/pencils · TEKS: 11(B)(ii), 12(B)(i) · ELPS: 5(B), 5(G)

11(B)(ii); 12(B)(i) · Writing a Closing Sentence · Sheet 14 of 36 · Module 2 · Cluster 3

I WILL...

- I will restate my main idea in one clear sentence.
- I will make sure my closing sentence is not a brand-new fact.
- I will put my closing sentence at the end of my piece.
- I will use my closing sentence to remind my reader of my main idea.

I CAN...

- I can find a closing sentence.
- I can tell a clear closing sentence from a random fact.
- I can write a closing sentence.
- I can explain why my closing sentence fits.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week -- what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will restate my main idea in one clear sentence."

"I will make sure my closing sentence is not a brand-new fact."

"I will put my closing sentence at the end of my piece."

"I will use my closing sentence to remind my reader of my main idea."

▶ Now flip to the I CAN side -- these are the same statements from the student's point of view.

"I can find a closing sentence."

"I can tell a clear closing sentence from a random fact."

"I can write a closing sentence."

"I can explain why my closing sentence fits."

▶ Have students echo one I CAN statement in their own words before moving on.

ANSWER KEY: I can explain why my closing sentence fits.

11(B)(ii); 12(B)(i) · Writing a Closing Sentence · Sheet 14 of 36 · Module 2 · Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE — Foundational**TASK**

Point to the sentence that restates what the whole piece was about.

EXAMPLE

A: “Some people wanted more than others.”

B: “Laws help communities stay fair and safe for everyone.”

YOUR TURN

Point to the closing sentence — the one that restates what the whole piece is about.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Spot the Closing Sentence

⌚ ~3 min

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

“Let's warm up our writer's eyes. Spot the Closing Sentence.”

“Point to the sentence that restates what the whole piece was about.”

▶ *Show or read the example: A: ‘Some people wanted more than others.’ / B: ‘Laws help communities stay fair and safe for everyone.’*

“Point to the closing sentence — the one that restates what the whole piece is about.”

▶ *Give quiet think time, then take responses. This is Foundational-level evidence -- match your support to that level, no more, no less.*

ANSWER KEY: Point to the closing sentence — the one that restates what the whole piece is about.

11(B)(ii); 12(B)(i) • Writing a Closing Sentence • Sheet 14 of 36 • Module 2 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Point to the closing sentence — the one that restates what the whole piece is about.

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

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

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

Ask a volunteer to explain how they knew before moving to CHOOSE.

Pick the Clear Closing Sentence

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 3 • Module 2

CHOOSE — Emergent

TASK

With support, **choose the clearest closing sentence.**

EXAMPLE

(People argued about land. / Laws give communities fair rules so everyone can live safely together.)

YOUR TURN

Choose the sentence that restates the main idea clearly, not just one detail.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Pick the Clear Closing Sentence

⌚ ~4 min

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

“Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support.”

“With support, choose the clearest closing sentence.”

▶ *Show or read the example: (People argued about land. / Laws give communities fair rules so everyone can live safely together.)*

“Choose the sentence that restates the main idea clearly, not just one detail.”

▶ *Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.*

ANSWER KEY: Choose the sentence that restates the main idea clearly, not just one detail.

11(B)(ii); 12(B)(i) • Writing a Closing Sentence • Sheet 14 of 36 • Module 2 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown -- Choose the sentence that restates the main idea clearly, not just one detail.

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

“What if I'm not sure?” Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: ‘How do you know that one fits?’

SHOW — Visible

TASK

Tell what makes a closing sentence clear.

EXAMPLE

“Laws give people fair rules so their communities can stay safe.”

YOUR TURN

Underline the main idea the sentence restates.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible •
Show What Makes It Clear

🕒 ~4 min

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

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“Tell what makes a closing sentence clear.”

▶ *Show or read the example: ‘Laws give people fair rules so their communities can stay safe.’*

“Underline the main idea the sentence restates.”

▶ *Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.*

ANSWER KEY: Underline the main idea the sentence restates.

11(B)(ii); 12(B)(i) • Writing a Closing Sentence • Sheet 14 of 36 • Module 2 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Underline the main idea the sentence restates.

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence.
Look for the reasoning, not only the correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN — Independent

TASK

Write a closing sentence for an informational piece about laws — no word bank.

EXAMPLE

Main idea: laws keep communities fair → Closing sentence: _____



YOUR TURN

Write one clear closing sentence that restates your main idea.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN •
Independent • Write Your Own

⌚ ~5 min

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

“Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you.”

“Write a closing sentence for an informational piece about laws — no word bank.”

▶ Show or read the example: Main idea: laws keep communities fair → Closing sentence: _____

“Write one clear closing sentence that restates your main idea.”

▶ Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Write one clear closing sentence that restates your main idea.

11(B)(ii); 12(B)(i) • Writing a Closing Sentence • Sheet 14 of 36 • Module 2 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown -- Write one clear closing sentence that restates your main idea.

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND — Reflective

TASK

Explain why your closing sentence fits your piece.

EXAMPLE

“My closing sentence restates that laws keep communities fair, which is my whole main idea.”



YOUR TURN

Tell why your closing sentence fits the piece.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend Your Closing Sentence

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too.”

“Explain why your closing sentence fits your piece.”

▶ *Show or read the example: ‘My closing sentence restates that laws keep communities fair, which is my whole main idea.’*

“Tell why your closing sentence fits the piece.”

▶ *Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.*

ANSWER KEY: Tell why your closing sentence fits the piece.

11(B)(ii); 12(B)(i) • Writing a Closing Sentence • Sheet 14 of 36 • Module 2 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown -- Tell why your closing sentence fits the piece.

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (‘it just sounds better’) instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes -- note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

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

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

Thinking-Levels Chart

Slide 8 of 10

How this concept grows across the five RPLD levels

Cluster 3 • Module 2

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



NOTICE
Foundational

A closing sentence restates the main idea of the whole piece.

Spotting the Closing Sentence
Which sentence restates the main idea?



CHOOSE
Emergent

A clear closing sentence restates the main idea — not just one small detail.

Picking a Clear One
Which closing sentence is clear?



SHOW
Visible

A closing sentence is clear when it restates exactly what the piece was about.

What Makes It Clear
What main idea does it restate?



OWN
Independent

I can write a clear closing sentence for my main idea.

My Closing Sentence
What is my main idea?



DEFEND
Reflective

My closing sentence fits because it restates the main idea of my whole piece.

Defending It
Why does it fit?

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • Writing a Closing Sentence

~3 min

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

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

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

“NOTICE -- Foundational: A closing sentence restates the main idea of the whole piece. Spotting the Closing Sentence: which sentence restates the main idea?”

“CHOOSE -- Emergent: A clear closing sentence restates the main idea — not just one small detail. Picking a Clear One: which closing sentence is clear?”

“SHOW -- Visible: A closing sentence is clear when it restates exactly what the piece was about. What Makes It Clear: what main idea does it restate?”

“OWN -- Independent: I can write a clear closing sentence for my main idea. My Closing Sentence: what is my main idea?”

“DEFEND -- Reflective: My closing sentence fits because it restates the main idea of my whole piece. Defending It: why does it fit?”

ANSWER KEY: NOTICE: A closing sentence restates the main idea of the whole piece. • CHOOSE: A clear closing sentence restates the main idea — not just one small detail. • SHOW: A closing sentence is clear when it restates exactly what the piece was about. • OWN: I can write a clear closing sentence for my main idea. • DEFEND: My closing sentence fits because it restates the main idea of my whole piece.

11(B)(ii); 12(B)(i) • Writing a Closing Sentence • Sheet 14 of 36 • Module 2 • Cluster 3

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

YOUR WRITING TASK

Write a closing sentence for an informational piece about why communities need laws. Restate your main idea clearly.

One clear sentence that restates what the whole piece was about.

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

🕒 ~5 min

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

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

“Write a closing sentence for an informational piece about why communities need laws. Restate your main idea clearly.”

▶ *Remind students of the scope: One clear sentence that restates what the whole piece was about.*

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

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(B)(ii); 12(B)(i) · Writing a Closing Sentence · Sheet 14 of 36 · Module 2 · Cluster 3

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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

Restates a detail.



CHOOSE
Emergent

Writes a general sentence about the topic.



SHOW
Visible

Writes a closing sentence that restates the main idea.



OWN
Independent

Writes a clear closing sentence, not just one detail.



DEFEND
Reflective

Explains why the closing sentence restates the whole main idea.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

⌚ ~4 min

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

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“NOTICE -- Foundational: Restates a detail.”

“CHOOSE -- Emergent: Writes a general sentence about the topic.”

“SHOW -- Visible: Writes a closing sentence that restates the main idea.”

“OWN -- Independent: Writes a clear closing sentence, not just one detail.”

“DEFEND -- Reflective: Explains why the closing sentence restates the whole main idea.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Restates a detail. · CHOOSE: Writes a general sentence about the topic. · SHOW: Writes a closing sentence that restates the main idea. · OWN: Writes a clear closing sentence, not just one detail. · DEFEND: Explains why the closing sentence restates the whole main idea.

11(B)(ii); 12(B)(i) · Writing a Closing Sentence · Sheet 14 of 36 · Module 2 · Cluster 3

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

STUDENT LEARNING OBJECTIVE

Students will add a final thought that leaves the reader with something to remember about an informational piece.

TEKS — Writing Process & Writing Genre

11(B)(ii) Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Student Learning Objective · Adding a Final Thought

🕒 ~2 min

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

“Watch me for a second.”

▶ Write a mismatched example on the board (e.g., a to-do list written as a poem, or a narrative moment written as a set of instructions) and let students notice it feels wrong before you name why.

“Today's writing job is adding a Final Thought. Here is our objective: Students will add a final thought that leaves the reader with something to remember about an informational piece.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

ANSWER KEY: Objective: Students will add a final thought that leaves the reader with something to remember about an informational piece.

PREP & MATERIALS: the Adding a Final Thought slide deck · student Writing Tracking Sheets · writing journals/pencils · TEKS: 11(B)(ii), 12(B)(i) · ELPS: 5(B), 5(G)

11(B)(ii); 12(B)(i) · Adding a Final Thought · Sheet 15 of 36 · Module 3 · Cluster 3

I WILL...

- I will leave my reader with something to remember at the end.
- I will try a lasting effect, a connection to today, or why it still matters.
- I will keep my final thought connected to my topic.
- I will put my final thought after my closing sentence.

I CAN...

- I can find a final thought.
- I can tell a strong final thought from a weak ending.
- I can write a final thought.
- I can explain why my final thought fits my topic.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week -- what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will leave my reader with something to remember at the end."

"I will try a lasting effect, a connection to today, or why it still matters."

"I will keep my final thought connected to my topic."

"I will put my final thought after my closing sentence."

▶ Now flip to the I CAN side -- these are the same statements from the student's point of view.

"I can find a final thought."

"I can tell a strong final thought from a weak ending."

"I can write a final thought."

"I can explain why my final thought fits my topic."

▶ Have students echo one I CAN statement in their own words before moving on.

ANSWER KEY: I can explain why my final thought fits my topic.

11(B)(ii); 12(B)(i) · Adding a Final Thought · Sheet 15 of 36 · Module 3 · Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

 NOTICE — Foundational

TASK

Point to the final thought — the ending that leaves the reader with something to remember.

EXAMPLE

A: “This piece is about Pasteur.”

B: “Because of Pasteur’s discovery, families everywhere can trust the milk they pour today.”

 YOUR TURN

Point to the final thought — the ending that sticks with the reader.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Spot the Final Thought

 ~3 min

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

“Let’s warm up our writer’s eyes. Spot the Final Thought.”

“Point to the final thought — the ending that leaves the reader with something to remember.”

▶ Show or read the example: A: ‘This piece is about Pasteur.’ / B: ‘Because of Pasteur’s discovery, families everywhere can trust the milk they pour today.’

“Point to the final thought — the ending that sticks with the reader.”

▶ Give quiet think time, then take responses. This is Foundational-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Point to the final thought — the ending that sticks with the reader.

11(B)(ii); 12(B)(i) • Adding a Final Thought • Sheet 15 of 36 • Module 3 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Point to the final thought — the ending that sticks with the reader.

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

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

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

Ask a volunteer to explain how they knew before moving to CHOOSE.

Pick the Stronger Final Thought

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 3 • Module 3

CHOOSE — Emergent

TASK

With support, **choose the final thought that best leaves something to remember.**

EXAMPLE

(Here are facts about Pasteur. / A discovery from long ago still keeps our food safe every single day.)

YOUR TURN

Choose the final thought that connects the discovery to today.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Pick the Stronger Final Thought

⌚ ~4 min

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

“Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support.”

“With support, choose the final thought that best leaves something to remember.”

▶ *Show or read the example: (Here are facts about Pasteur. / A discovery from long ago still keeps our food safe every single day.)*

“Choose the final thought that connects the discovery to today.”

▶ *Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.*

ANSWER KEY: Choose the final thought that connects the discovery to today.

11(B)(ii); 12(B)(i) • Adding a Final Thought • Sheet 15 of 36 • Module 3 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Choose the final thought that connects the discovery to today.

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

“What if I'm not sure?” Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: ‘How do you know that one fits?’

SHOW — Visible

TASK

Tell what makes a final thought memorable.

EXAMPLE

“A scientific breakthrough from long ago still protects people every day.”

YOUR TURN

Underline the words that connect the topic to today or to why it matters.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show Why It Sticks

⌚ ~4 min

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

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“Tell what makes a final thought memorable.”

▶ Show or read the example: ‘A scientific breakthrough from long ago still protects people every day.’

“Underline the words that connect the topic to today or to why it matters.”

▶ Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Underline the words that connect the topic to today or to why it matters.

11(B)(ii); 12(B)(i) • Adding a Final Thought • Sheet 15 of 36 • Module 3 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Underline the words that connect the topic to today or to why it matters.

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Write Your Own Final Thought

Slide 6 of 10

OWN • Independent thinking

Cluster 3 • Module 3



OWN — Independent

TASK

Write a final thought for an informational piece about Pasteur’s discovery — no word bank.

EXAMPLE

Topic: pasteurization → Final thought: _____



YOUR TURN

Write one final thought that leaves your reader with something to remember.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own Final Thought

🕒 ~5 min

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

“Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you.”

“Write a final thought for an informational piece about Pasteur’s discovery — no word bank.”

▶ Show or read the example: Topic: pasteurization → Final thought: _____

“Write one final thought that leaves your reader with something to remember.”

▶ Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Write one final thought that leaves your reader with something to remember.

11(B)(ii); 12(B)(i) • Adding a Final Thought • Sheet 15 of 36 • Module 3 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown -- Write one final thought that leaves your reader with something to remember.

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND — Reflective

TASK

Explain why your final thought fits your topic.

EXAMPLE

“My final thought connects Pasteur’s discovery to the safe milk we drink today, so it leaves the reader with something to remember.”



YOUR TURN

Tell why your final thought fits the piece.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · DEFEND · Reflective · Defend Your Final Thought

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too.”

“Explain why your final thought fits your topic.”

▶ *Show or read the example: ‘My final thought connects Pasteur’s discovery to the safe milk we drink today, so it leaves the reader with something / to remember.’*

“Tell why your final thought fits the piece.”

▶ *Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.*

ANSWER KEY: Tell why your final thought fits the piece.

11(B)(ii); 12(B)(i) · Adding a Final Thought · Sheet 15 of 36 · Module 3 · Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown -- Tell why your final thought fits the piece.

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (‘it just sounds better’) instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes -- note them for later modules, but today’s example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

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

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

Thinking-Levels Chart

Slide 8 of 10

How this concept grows across the five RPLD levels

Cluster 3 • Module 3

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



NOTICE
Foundational

A final thought leaves the reader with something to remember about the topic.

Spotting the Final Thought
Which ending sticks with the reader?



CHOOSE
Emergent

The stronger final thought connects the topic to why it still matters.

Picking the Final Thought
Which final thought is stronger?



SHOW
Visible

A final thought sticks when it connects the topic to today or to why it matters.

Why It Sticks
What makes it memorable?



OWN
Independent

I can write a final thought that leaves my reader with something to remember.

My Final Thought
What should my reader remember?



DEFEND
Reflective

My final thought fits because it connects my topic to why it still matters.

Defending It
Why does it fit?

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Thinking-Levels Chart · Adding a Final Thought

~3 min

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

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

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

“NOTICE -- Foundational: A final thought leaves the reader with something to remember about the topic. Spotting the Final Thought: which ending sticks with the reader?”

“CHOOSE -- Emergent: The stronger final thought connects the topic to why it still matters. Picking the Final Thought: which final thought is stronger?”

“SHOW -- Visible: A final thought sticks when it connects the topic to today or to why it matters. Why It Sticks: what makes it memorable?”

“OWN -- Independent: I can write a final thought that leaves my reader with something to remember. My Final Thought: what should my reader remember?”

“DEFEND -- Reflective: My final thought fits because it connects my topic to why it still matters. Defending It: why does it fit?”

ANSWER KEY: NOTICE: A final thought leaves the reader with something to remember about the topic. · CHOOSE: The stronger final thought connects the topic to why it still matters. · SHOW: A final thought sticks when it connects the topic to today or to why it matters. · OWN: I can write a final thought that leaves my reader with something to remember. · DEFEND: My final thought fits because it connects my topic to why it still matters.

11(B)(ii); 12(B)(i) · Adding a Final Thought · Sheet 15 of 36 · Module 3 · Cluster 3

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

YOUR WRITING TASK

Write a final thought for an informational piece about Pasteur's discovery. Leave your reader with something to remember.

Connect the discovery to why it still matters today.

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

⌚ ~5 min

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

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

“Write a final thought for an informational piece about Pasteur's discovery. Leave your reader with something to remember.”

▶ *Remind students of the scope: Connect the discovery to why it still matters today.*

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

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(B)(ii); 12(B)(i) · Adding a Final Thought · Sheet 15 of 36 · Module 3 · Cluster 3

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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

Adds a detail.



CHOOSE
Emergent

Adds a general closing idea.



SHOW
Visible

Adds a final thought connected to the topic.



OWN
Independent

Writes a final thought that connects to why it matters.



DEFEND
Reflective

Explains why the final thought leaves the reader with something to remember.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

⌚ ~4 min

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

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“NOTICE -- Foundational: Adds a detail.”

“CHOOSE -- Emergent: Adds a general closing idea.”

“SHOW -- Visible: Adds a final thought connected to the topic.”

“OWN -- Independent: Writes a final thought that connects to why it matters.”

“DEFEND -- Reflective: Explains why the final thought leaves the reader with something to remember.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Adds a detail. · CHOOSE: Adds a general closing idea. · SHOW: Adds a final thought connected to the topic. · OWN: Writes a final thought that connects to why it matters. · DEFEND: Explains why the final thought leaves the reader with something to remember.

11(B)(ii); 12(B)(i) · Adding a Final Thought · Sheet 15 of 36 · Module 3 · Cluster 3

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

STUDENT LEARNING OBJECTIVE

Students will build a complete conclusion — a closing sentence and a final thought.

TEKS — Writing Process & Writing Genre

11(B)(ii) Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Student Learning Objective · Building the Whole Conclusion

⌚ ~2 min

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

“Raise your hand if you have ever started writing something and then realized halfway through that it was not quite working. That happens to real writers all the time.”

▶ *Let students share a quick example, then bring their attention to today's title.*

“Today's writing job is building the Whole Conclusion. Here is our objective: Students will build a complete conclusion — a closing sentence and a final thought.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

ANSWER KEY: Objective: Students will build a complete conclusion — a closing sentence and a final thought.

PREP & MATERIALS: the Building the Whole Conclusion slide deck · student Writing Tracking Sheets · writing journals/pencils · TEKS: 11(B)(ii), 12(B)(i) · ELPS: 5(B), 5(G)

11(B)(ii); 12(B)(i) · Building the Whole Conclusion · Sheet 16 of 36 · Module 4 · Cluster 3

I WILL...

- I will restate my main idea in a closing sentence.
- I will add a final thought that leaves my reader with something to remember.
- I will make sure my conclusion does not add a brand-new fact.
- I will put my conclusion at the very end of my piece.

I CAN...

- I can name the parts of a conclusion.
- I can write a closing sentence.
- I can write a final thought.
- I can build a whole conclusion.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week -- what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will restate my main idea in a closing sentence."

"I will add a final thought that leaves my reader with something to remember."

"I will make sure my conclusion does not add a brand-new fact."

"I will put my conclusion at the very end of my piece."

▶ Now flip to the I CAN side -- these are the same statements from the student's point of view.

"I can name the parts of a conclusion."

"I can write a closing sentence."

"I can write a final thought."

"I can build a whole conclusion."

▶ Have students echo one I CAN statement in their own words before moving on.

ANSWER KEY: I can build a whole conclusion.

11(B)(ii); 12(B)(i) · Building the Whole Conclusion · Sheet 16 of 36 · Module 4 · Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

 NOTICE — Foundational

TASK

One ending has both parts of a conclusion; one is missing a part. **Point to the whole conclusion.**

EXAMPLE

A: “Laws help communities stay fair.”

B: “Laws help communities stay fair. That fairness still matters for how we live together today.”

 YOUR TURN

Point to the ending that has BOTH the closing sentence AND the final thought.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Spot the Whole Conclusion

 ~3 min

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

“Let's warm up our writer's eyes. Spot the Whole Conclusion.”

“One ending has both parts of a conclusion; one is missing a part. Point to the whole conclusion.”

▶ Show or read the example: A: ‘Laws help communities stay fair.’ / B: ‘Laws help communities stay fair. That fairness still matters for how we live together today.’

“Point to the ending that has BOTH the closing sentence AND the final thought.”

▶ Give quiet think time, then take responses. This is Foundational-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Point to the ending that has BOTH the closing sentence AND the final thought.

11(B)(ii); 12(B)(i) • Building the Whole Conclusion • Sheet 16 of 36 • Module 4 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today. Expected: an answer that matches the TASK and EXAMPLE shown -- Point to the ending that has BOTH the closing sentence AND the final thought.

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

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

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

Ask a volunteer to explain how they knew before moving to CHOOSE.

Match a Conclusion Part

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 3 • Module 4

CHOOSE — Emergent

TASK

With support, **match a sentence to its conclusion part.**

EXAMPLE

“Laws help communities stay fair.” is the (Closing sentence / Final thought)

YOUR TURN

Choose the part that fits the sentence.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · CHOOSE · Emergent · Match a Conclusion Part

🕒 ~4 min

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

“Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support.”

“With support, match a sentence to its conclusion part.”

▶ *Show or read the example: ‘Laws help communities stay fair.’ is the (Closing sentence / Final thought)*

“Choose the part that fits the sentence.”

▶ *Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.*

ANSWER KEY: Choose the part that fits the sentence.

11(B)(ii); 12(B)(i) · Building the Whole Conclusion · Sheet 16 of 36 · Module 4 · Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown -- Choose the part that fits the sentence.

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

“What if I'm not sure?” Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: ‘How do you know that one fits?’

SHOW — Visible

TASK

Find where the closing sentence ends and the final thought begins.

EXAMPLE

“Laws help communities stay fair. // That fairness still matters for how we live together today.”

YOUR TURN

Draw a line between the closing sentence and the final thought.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show the Whole Conclusion

⌚ ~4 min

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

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“Find where the closing sentence ends and the final thought begins.”

▶ Show or read the example: ‘Laws help communities stay fair. // That fairness still matters for how we live together today.’

“Draw a line between the closing sentence and the final thought.”

▶ Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Draw a line between the closing sentence and the final thought.

11(B)(ii); 12(B)(i) • Building the Whole Conclusion • Sheet 16 of 36 • Module 4 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Draw a line between the closing sentence and the final thought.

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN — Independent

TASK

Write a whole conclusion for your topic — a closing sentence and a final thought.

EXAMPLE

Closing sentence: _____ Final thought: _____



YOUR TURN

Write both parts of your conclusion.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN •
Independent • Build Your Own

🕒 ~5 min

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

“Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you.”

“Write a whole conclusion for your topic — a closing sentence and a final thought.”

▶ Show or read the example: Closing sentence: _____ Final thought: _____

“Write both parts of your conclusion.”

▶ Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Write both parts of your conclusion.

11(B)(ii); 12(B)(i) • Building the Whole Conclusion • Sheet 16 of 36 •
Module 4 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown -- Write both parts of your conclusion.

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND — Reflective

TASK

Explain why your closing sentence and final thought belong together.

EXAMPLE

“My closing sentence restates that laws keep communities fair, and my final thought shows why that still matters today.”



YOUR TURN

Tell why your two parts work together.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend Your Conclusion

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too.”

“Explain why your closing sentence and final thought belong together.”

▶ Show or read the example: ‘My closing sentence restates that laws keep communities fair, and my final thought shows why that still matters / today.’

“Tell why your two parts work together.”

▶ Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Tell why your two parts work together.

11(B)(ii); 12(B)(i) • Building the Whole Conclusion • Sheet 16 of 36 • Module 4 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown -- Tell why your two parts work together.

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (‘it just sounds better’) instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes -- note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

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

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

Thinking-Levels Chart

Slide 8 of 10

How this concept grows across the five RPLD levels

Cluster 3 • Module 4

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



NOTICE
Foundational

A whole conclusion has a closing sentence and a final thought.

Spotting the Whole Conclusion
What is a whole conclusion?



CHOOSE
Emergent

A closing sentence restates the main idea; a final thought leaves something to remember.

Naming a Part
Which conclusion part is this?



SHOW
Visible

The final thought follows the closing sentence and connects it to why it matters.

The Whole Conclusion
Where does each part go?



OWN
Independent

I can build a closing sentence and a final thought for my own topic.

My Conclusion
What goes in each part?



DEFEND
Reflective

My closing sentence and final thought belong together because they both wrap up the same main idea.

Defending My Conclusion
Why do the parts fit?

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Thinking-Levels Chart · Building the Whole Conclusion

~3 min

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

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

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

“NOTICE -- Foundational: A whole conclusion has a closing sentence and a final thought. Spotting the Whole Conclusion: what is a whole conclusion?”

“CHOOSE -- Emergent: A closing sentence restates the main idea; a final thought leaves something to remember. Naming a Part: which conclusion part is this?”

“SHOW -- Visible: The final thought follows the closing sentence and connects it to why it matters. The Whole Conclusion: where does each part go?”

“OWN -- Independent: I can build a closing sentence and a final thought for my own topic. My Conclusion: what goes in each part?”

“DEFEND -- Reflective: My closing sentence and final thought belong together because they both wrap up the same main idea. Defending My Conclusion: why do the parts fit?”

ANSWER KEY: NOTICE: A whole conclusion has a closing sentence and a final thought. · CHOOSE: A closing sentence restates the main idea; a final thought leaves something to remember. · SHOW: The final thought follows the closing sentence and connects it to why it matters. · OWN: I can build a closing sentence and a final thought for my own topic. · DEFEND: My closing sentence and final thought belong together because they both wrap up the same main idea.

11(B)(ii); 12(B)(i) · Building the Whole Conclusion · Sheet 16 of 36 · Module 4 · Cluster 3

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

YOUR WRITING TASK

Build a whole conclusion for your informational piece: a closing sentence that restates your main idea, and a final thought that leaves your reader with something to remember.

Closing sentence → final thought.

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

⌚ ~5 min

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

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

“Build a whole conclusion for your informational piece: a closing sentence that restates your main idea, and a final thought that leaves your reader with something to remember.”

▶ *Remind students of the scope: Closing sentence → final thought.*

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

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(B)(ii); 12(B)(i) · Building the Whole Conclusion · Sheet 16 of 36 · Module 4 · Cluster 3

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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

Names one conclusion part.



CHOOSE
Emergent

Names both conclusion parts.



SHOW
Visible

Writes most of the conclusion.



OWN
Independent

Writes a closing sentence and a final thought.



DEFEND
Reflective

Explains why the closing sentence and final thought fit together.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

⌚ ~4 min

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

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“NOTICE -- Foundational: Names one conclusion part.”

“CHOOSE -- Emergent: Names both conclusion parts.”

“SHOW -- Visible: Writes most of the conclusion.”

“OWN -- Independent: Writes a closing sentence and a final thought.”

“DEFEND -- Reflective: Explains why the closing sentence and final thought fit together.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Names one conclusion part. · CHOOSE: Names both conclusion parts. · SHOW: Writes most of the conclusion. · OWN: Writes a closing sentence and a final thought. · DEFEND: Explains why the closing sentence and final thought fit together.

11(B)(ii); 12(B)(i) · Building the Whole Conclusion · Sheet 16 of 36 · Module 4 · Cluster 3

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

STUDENT LEARNING OBJECTIVE

Students will recognize that a complete informational piece has three structural parts — an introduction, a developed idea with relevant details, and a conclusion.

TEKS — Writing Process & Writing Genre

11(B)(i)-(iii) Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion, and by developing an engaging idea with relevant details.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Student Learning Objective · What a Whole Informational Piece Needs

🕒 ~2 min

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

“Think about the last time you had to decide how to tell someone something -- a story, an explanation, an opinion. Writers make that same choice every time they pick up a pencil.”

▶ *Let a student or two share, then bring their attention to today's title on the board.*

“Today's writing job is what a Whole Informational Piece Needs. Here is our objective: Students will recognize that a complete informational piece has three structural parts — an introduction, a developed idea with relevant details, and a conclusion.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

ANSWER KEY: Objective: Students will recognize that a complete informational piece has three structural parts — an introduction, a developed idea with relevant details, and a conclusion.

PREP & MATERIALS: the What a Whole Informational Piece Needs slide deck · student Writing Tracking Sheets · writing journals/pencils · TEKS: 11(B)(i)-(iii), 12(B)(i) · ELPS: 5(B), 5(G)

11(B)(i)-(iii); 12(B)(i) · What a Whole Informational Piece Needs · Sheet 17 of 36 · Module 1 · Cluster 4

I WILL...

- I will notice the three parts every whole informational piece needs.
- I will look for an introduction that sets up the topic.
- I will look for a developed idea with relevant details.
- I will look for a conclusion that wraps up the piece.

I CAN...

- I can name the three parts of a whole piece.
- I can find each part in a piece I read.
- I can tell a complete piece from one that is missing a part.
- I can explain why a piece needs all three parts.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week -- what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will notice the three parts every whole informational piece needs."

"I will look for an introduction that sets up the topic."

"I will look for a developed idea with relevant details."

"I will look for a conclusion that wraps up the piece."

▶ Now flip to the I CAN side -- these are the same statements from the student's point of view.

"I can name the three parts of a whole piece."

"I can find each part in a piece I read."

"I can tell a complete piece from one that is missing a part."

"I can explain why a piece needs all three parts."

▶ Have students echo one I CAN statement in their own words before moving on.

ANSWER KEY: I can explain why a piece needs all three parts.

11(B)(i)-(iii); 12(B)(i) · What a Whole Informational Piece Needs · Sheet 17 of 36 · Module 1 · Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE — Foundational**TASK**

An informational piece about electricity has three parts. **Point to the introduction, the developed idea, and the conclusion.**

EXAMPLE

“Electricity powers the lights, computers, and machines we use every day. — INTRO”

“Long ago, inventors built generators and wires that could carry an electric current into buildings. — DEVELOPED IDEA”

“Because of this discovery, electricity now reaches homes everywhere. — CONCLUSION”

YOUR TURN

Point to the introduction, the developed idea, and the conclusion.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Spot the Three Parts

⌚ ~3 min

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

“Let's warm up our writer's eyes. Spot the Three Parts.”

“An informational piece about electricity has three parts. Point to the introduction, the developed idea, and the conclusion.”

▶ Show or read the example: ‘Electricity powers the lights, computers, and machines we use every day. — INTRO’ / ‘Long ago, inventors built generators and wires that could carry an electric current into buildings. — DEVELOPED IDEA’ / ‘Because of this discovery, electricity now reaches homes everywhere. — CONCLUSION’

“Point to the introduction, the developed idea, and the conclusion.”

▶ Give quiet think time, then take responses. This is Foundational-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Point to the introduction, the developed idea, and the conclusion.

11(B)(i)-(iii); 12(B)(i) • What a Whole Informational Piece Needs • Sheet 17 of 36 • Module 1 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Point to the introduction, the developed idea, and the conclusion.

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

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

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

Ask a volunteer to explain how they knew before moving to CHOOSE.

CHOOSE — Emergent

TASK

With support, **choose the piece that has all three parts.**

EXAMPLE

A: “Electricity powers the lights, computers, and machines we use every day. Long ago, inventors built generators and wires that could carry an electric current into buildings.”

B: “Electricity powers the lights, computers, and machines we use every day. Long ago, inventors built generators and wires that could carry an electric current into buildings. Because of this discovery, electricity now reaches homes everywhere.”

YOUR TURN

Choose the piece that has an introduction, a developed idea, and a conclusion.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Pick the Complete Piece

⌚ ~4 min

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

“Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support.”

“With support, choose the piece that has all three parts.”

▶ Show or read the example: A: ‘Electricity powers the lights, computers, and machines we use every day. Long ago, inventors built generators and wires that / could carry an electric current into buildings.’ / B: ‘Electricity powers the lights, computers, and machines we use every day. Long ago, inventors built generators and wires that / could carry an electric current into buildings. Because of this discovery, electricity now reaches homes everywhere.’

“Choose the piece that has an introduction, a developed idea, and a conclusion.”

▶ Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Choose the piece that has an introduction, a developed idea, and a conclusion.

11(B)(i)-(iii); 12(B)(i) • What a Whole Informational Piece Needs • Sheet 17 of 36 • Module 1 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown -- Choose the piece that has an introduction, a developed idea, and a conclusion.

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

“What if I'm not sure?” Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: ‘How do you know that one fits?’

SHOW — Visible

TASK

One piece about electricity is missing a part. **Tell which part is missing.**

EXAMPLE

“Electricity powers the lights, computers, and machines we use every day. Inventors built generators and wires that could carry an electric current into buildings.”

YOUR TURN

Tell which part — introduction, developed idea, or conclusion — is missing.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show What's Missing

⌚ ~4 min

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

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“One piece about electricity is missing a part. Tell which part is missing.”

▶ *Show or read the example: ‘Electricity powers the lights, computers, and machines we use every day. Inventors built generators and wires that / could carry an electric current into buildings.’*

“Tell which part — introduction, developed idea, or conclusion — is missing.”

▶ *Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.*

ANSWER KEY: Tell which part — introduction, developed idea, or conclusion — is missing.

11(B)(i)-(iii); 12(B)(i) • What a Whole Informational Piece Needs • Sheet 17 of 36 • Module 1 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Tell which part — introduction, developed idea, or conclusion — is missing.

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN — Independent

TASK

Read a new piece about electricity and **label the introduction, the developed idea, and the conclusion** — no word bank.

EXAMPLE

“Electricity changed everyday life. Inventors discovered how to send an electric current through wires to power lights and machines. Because of their work, homes today can flip a switch for instant power.”

Introduction: _____ Developed idea: _____ Conclusion: _____



YOUR TURN

Label all three parts of the piece.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · OWN · Independent · Label All Three Parts

⌚ ~5 min

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

“Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you.”

“Read a new piece about electricity and label the introduction, the developed idea, and the conclusion — no word bank.”

▶ *Show or read the example: ‘Electricity changed everyday life. Inventors discovered how to send an electric current through wires to power lights and machines. / Because of their work, homes today can flip a switch for instant power.’ / Introduction: _____ Developed idea: _____ Conclusion: _____*

“Label all three parts of the piece.”

▶ *Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.*

ANSWER KEY: Label all three parts of the piece.

11(B)(i)-(iii); 12(B)(i) · What a Whole Informational Piece Needs · Sheet 17 of 36 · Module 1 · Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown -- Label all three parts of the piece.

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND — Reflective

TASK

Explain why a whole piece needs all three parts.

EXAMPLE

“A piece needs an introduction so the reader knows the topic; a developed idea so the topic is explained with details; and a conclusion so the piece feels finished.”



YOUR TURN

Tell why a piece needs an introduction, a developed idea, and a conclusion.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend Why All Three Matter

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too.”

“Explain why a whole piece needs all three parts.”

▶ *Show or read the example: ‘A piece needs an introduction so the reader knows the topic; a developed idea so the topic is explained with details; / and a conclusion so the piece feels finished.’*

“Tell why a piece needs an introduction, a developed idea, and a conclusion.”

▶ *Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.*

ANSWER KEY: Tell why a piece needs an introduction, a developed idea, and a conclusion.

11(B)(i)-(iii); 12(B)(i) • What a Whole Informational Piece Needs • Sheet 17 of 36 • Module 1 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown -- Tell why a piece needs an introduction, a developed idea, and a conclusion.

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (‘it just sounds better’) instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes -- note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

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

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

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 whole informational piece has an introduction, a developed idea, and a conclusion.

Spotting the Three Parts
Where is each part?



CHOOSE
Emergent

A complete piece has all three parts, not just two of them.

Picking the Complete Piece
Which piece is complete?



SHOW
Visible

A piece missing a part is missing something the reader needs.

What's Missing
Which part is missing?



OWN
Independent

I can find and label all three parts of a piece on my own.

Labeling the Parts
What is each part?



DEFEND
Reflective

Each of the three parts does a different job the reader needs.

Defending All Three
Why does the piece need all three?

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Thinking-Levels Chart · What a Whole Informational Piece Needs

~3 min

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

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

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

“NOTICE -- Foundational: A whole informational piece has an introduction, a developed idea, and a conclusion. Spotting the Three Parts: where is each part?”

“CHOOSE -- Emergent: A complete piece has all three parts, not just two of them. Picking the Complete Piece: which piece is complete?”

“SHOW -- Visible: A piece missing a part is missing something the reader needs. What's Missing: which part is missing?”

“OWN -- Independent: I can find and label all three parts of a piece on my own. Labeling the Parts: what is each part?”

“DEFEND -- Reflective: Each of the three parts does a different job the reader needs. Defending All Three: why does the piece need all three?”

ANSWER KEY: NOTICE: A whole informational piece has an introduction, a developed idea, and a conclusion. · CHOOSE: A complete piece has all three parts, not just two of them. · SHOW: A piece missing a part is missing something the reader needs. · OWN: I can find and label all three parts of a piece on my own. · DEFEND: Each of the three parts does a different job the reader needs.

11(B)(i)-(iii); 12(B)(i) · What a Whole Informational Piece Needs · Sheet 17 of 36 · Module 1 · Cluster 4

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

YOUR WRITING TASK

Read this piece: “Electricity powers our homes. Long ago, inventors built wires that could carry a current. That discovery still lights homes today.” Label the introduction, the developed idea, and the conclusion, and tell why the piece needs all three parts.

Model: “Electricity powers our homes” = intro; “inventors built wires that could carry a current” = idea; “that discovery still lights homes today” = conclusion — each part does a different job for the reader.

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

⌚ ~5 min

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

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

“Read this piece: ‘Electricity powers our homes. Long ago, inventors built wires that could carry a current. That discovery still lights homes today.’ Label the introduction, the developed idea, and the conclusion, and tell why the piece needs all three parts.”

▶ Remind students of the scope: Model: ‘Electricity powers our homes’ = intro; ‘inventors built wires that could carry a current’ = idea; ‘that discovery still lights homes today’ = conclusion — each part does a different job for the reader.

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

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(B)(i)-(iii); 12(B)(i) · What a Whole Informational Piece Needs · Sheet 17 of 36 · Module 1 · Cluster 4

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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

Points to one part.



CHOOSE
Emergent

Points to two of the three parts.



SHOW
Visible

Labels all three parts.



OWN
Independent

Labels all three parts and names one reason a piece needs them.



DEFEND
Reflective

Labels all three parts and explains why the piece needs all three.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · How Do We Measure the Level of Thinking?

~4 min

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

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“NOTICE -- Foundational: Points to one part.”

“CHOOSE -- Emergent: Points to two of the three parts.”

“SHOW -- Visible: Labels all three parts.”

“OWN -- Independent: Labels all three parts and names one reason a piece needs them.”

“DEFEND -- Reflective: Labels all three parts and explains why the piece needs all three.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Points to one part. · CHOOSE: Points to two of the three parts. · SHOW: Labels all three parts. · OWN: Labels all three parts and names one reason a piece needs them. · DEFEND: Labels all three parts and explains why the piece needs all three.

11(B)(i)-(iii); 12(B)(i) · What a Whole Informational Piece Needs · Sheet 17 of 36 · Module 1 · Cluster 4

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

STUDENT LEARNING OBJECTIVE

Students will write an introduction that names the topic and sets up what an informational piece will be about.

TEKS — Writing Process & Writing Genre

- 11(B)(i)-(iii)** Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion, and by developing an engaging idea with relevant details.
- 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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Student Learning Objective · Writing an Introduction That Sets Up the Piece

⌚ ~2 min

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

“Every year from now on, someone is going to hand you a writing job and expect you to know what to do with it. Today we build the skill that makes that easy.”

▶ *Pause briefly, then reveal today's title and objective.*

“Today's writing job is writing an Introduction That Sets Up the Piece. Here is our objective: Students will write an introduction that names the topic and sets up what an informational piece will be about.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

ANSWER KEY: Objective: Students will write an introduction that names the topic and sets up what an informational piece will be about.

PREP & MATERIALS: the Writing an Introduction That Sets Up the Piece slide deck · student Writing Tracking Sheets · writing journals/pencils · TEKS: 11(B)(i)-(iii), 12(B)(i) · ELPS: 5(B), 5(G)

11(B)(i)-(iii); 12(B)(i) · Writing an Introduction That Sets Up the Piece · Sheet 18 of 36 · Module 2 · Cluster 4

I WILL...

- I will name my topic in my introduction.
- I will make sure my introduction sets up what the piece will be about.
- I will make sure my introduction is not a random fact.
- I will put my introduction at the very beginning of my piece.

I CAN...

- I can find an introduction.
- I can tell a strong introduction from a weak one.
- I can write an introduction.
- I can explain why my introduction fits.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week -- what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will name my topic in my introduction."

"I will make sure my introduction sets up what the piece will be about."

"I will make sure my introduction is not a random fact."

"I will put my introduction at the very beginning of my piece."

▶ Now flip to the I CAN side -- these are the same statements from the student's point of view.

"I can find an introduction."

"I can tell a strong introduction from a weak one."

"I can write an introduction."

"I can explain why my introduction fits."

▶ Have students echo one I CAN statement in their own words before moving on.

ANSWER KEY: I can explain why my introduction fits.

11(B)(i)-(iii); 12(B)(i) · Writing an Introduction That Sets Up the Piece · Sheet 18 of 36 · Module 2 · Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE — Foundational**TASK**

Point to the sentence that names the topic and sets up what the piece will be about.

EXAMPLE

A: “Wires can get hot.”

B: “Electricity powers nearly everything we use, and its story begins with one important discovery.”

YOUR TURN

Point to the introduction — the sentence that names the topic and sets up the piece.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Spot the Introduction

~3 min

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

“Let's warm up our writer's eyes. Spot the Introduction.”

“Point to the sentence that names the topic and sets up what the piece will be about.”

▶ *Show or read the example: A: ‘Wires can get hot.’ / B: ‘Electricity powers nearly everything we use, and its story begins with one important discovery.’*

“Point to the introduction — the sentence that names the topic and sets up the piece.”

▶ *Give quiet think time, then take responses. This is Foundational-level evidence -- match your support to that level, no more, no less.*

ANSWER KEY: Point to the introduction — the sentence that names the topic and sets up the piece.

11(B)(i)-(iii); 12(B)(i) • Writing an Introduction That Sets Up the Piece • Sheet 18 of 36 • Module 2 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.

Expected: an answer that matches the TASK and EXAMPLE shown -- Point to the introduction — the sentence that names the topic and sets up the piece.

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

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

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

Ask a volunteer to explain how they knew before moving to CHOOSE.

Pick the Stronger Introduction

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 4 • Module 2

CHOOSE — Emergent

TASK

With support, **choose the introduction that best sets up a piece about electricity.**

EXAMPLE

A: “Electricity is in wires.”

B: “Electricity powers the lights, computers, and machines we use every day — and it all started with a discovery.”

YOUR TURN

Choose the introduction that names the topic and sets up the whole piece, not just one detail.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Pick the Stronger Introduction

⌚ ~4 min

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

“Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support.”

“With support, choose the introduction that best sets up a piece about electricity.”

▶ Show or read the example: A: ‘Electricity is in wires.’ / B: ‘Electricity powers the lights, computers, and machines we use every day — and it all started with a discovery.’

“Choose the introduction that names the topic and sets up the whole piece, not just one detail.”

▶ Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Choose the introduction that names the topic and sets up the whole piece, not just one detail.

11(B)(i)-(iii); 12(B)(i) • Writing an Introduction That Sets Up the Piece • Sheet 18 of 36 • Module 2 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown -- Choose the introduction that names the topic and sets up the whole piece, not just one detail.

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

“What if I'm not sure?” Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: ‘How do you know that one fits?’

SHOW — Visible

TASK

Tell what makes an introduction strong.

EXAMPLE

“Electricity powers nearly everything we use, and its story begins with one important discovery.”

YOUR TURN

Underline the words that name the topic and set up the piece.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show What Makes It Strong

⌚ ~4 min

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

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“Tell what makes an introduction strong.”

▶ *Show or read the example: ‘Electricity powers nearly everything we use, and its story begins with one important discovery.’*

“Underline the words that name the topic and set up the piece.”

▶ *Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.*

ANSWER KEY: Underline the words that name the topic and set up the piece.

11(B)(i)-(iii); 12(B)(i) • Writing an Introduction That Sets Up the Piece • Sheet 18 of 36 • Module 2 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Underline the words that name the topic and set up the piece.

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN — Independent

TASK

Write an introduction for a piece about electricity — no word bank.

EXAMPLE

Topic: electricity → Introduction: _____



YOUR TURN

Write one introduction that names the topic and sets up the piece.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own Introduction

⌚ ~5 min

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

“Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you.”

“Write an introduction for a piece about electricity — no word bank.”

▶ Show or read the example: Topic: electricity → Introduction: _____

“Write one introduction that names the topic and sets up the piece.”

▶ Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Write one introduction that names the topic and sets up the piece.

11(B)(i)-(iii); 12(B)(i) • Writing an Introduction That Sets Up the Piece • Sheet 18 of 36 • Module 2 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown -- Write one introduction that names the topic and sets up the piece.

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND — Reflective

TASK

Explain why your introduction fits your piece.

EXAMPLE

“My introduction names electricity as the topic and sets up that I will explain how it was discovered, so it fits.”



YOUR TURN

Tell why your introduction fits the piece.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend Your Introduction

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too.”

“Explain why your introduction fits your piece.”

▶ *Show or read the example: ‘My introduction names electricity as the topic and sets up that I will explain how it was discovered, so it fits.’*

“Tell why your introduction fits the piece.”

▶ *Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.*

ANSWER KEY: Tell why your introduction fits the piece.

11(B)(i)-(iii); 12(B)(i) • Writing an Introduction That Sets Up the Piece • Sheet 18 of 36 • Module 2 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown -- Tell why your introduction fits the piece.

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (‘it just sounds better’) instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes -- note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

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

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

Thinking-Levels Chart

Slide 8 of 10

How this concept grows across the five RPLD levels

Cluster 4 • Module 2

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



NOTICE
Foundational

An introduction names the topic and sets up what the piece will be about.

Spotting the Introduction
Which sentence sets up the piece?



CHOOSE
Emergent

A strong introduction sets up the whole piece — not just one small detail.

Picking the Introduction
Which introduction is stronger?



SHOW
Visible

An introduction is strong when it names the topic and sets up what's coming.

What Makes It Strong
What does it set up?



OWN
Independent

I can write an introduction that names my topic and sets up my piece.

My Introduction
What is my topic?



DEFEND
Reflective

My introduction fits because it names my topic and sets up the whole piece.

Defending It
Why does it fit?

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Thinking-Levels Chart · Writing an Introduction That Sets Up the Piece

~3 min

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

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

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

“NOTICE -- Foundational: An introduction names the topic and sets up what the piece will be about. Spotting the Introduction: which sentence sets up the piece?”

“CHOOSE -- Emergent: A strong introduction sets up the whole piece — not just one small detail. Picking the Introduction: which introduction is stronger?”

“SHOW -- Visible: An introduction is strong when it names the topic and sets up what's coming. What Makes It Strong: what does it set up?”

“OWN -- Independent: I can write an introduction that names my topic and sets up my piece. My Introduction: what is my topic?”

“DEFEND -- Reflective: My introduction fits because it names my topic and sets up the whole piece. Defending It: why does it fit?”

ANSWER KEY: NOTICE: An introduction names the topic and sets up what the piece will be about. · CHOOSE: A strong introduction sets up the whole piece — not just one small detail. · SHOW: An introduction is strong when it names the topic and sets up what's coming. · OWN: I can write an introduction that names my topic and sets up my piece. · DEFEND: My introduction fits because it names my topic and sets up the whole piece.

11(B)(i)-(iii); 12(B)(i) · Writing an Introduction That Sets Up the Piece · Sheet 18 of 36 · Module 2 · Cluster 4

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

YOUR WRITING TASK

Write an introduction for an informational piece about how electricity reaches our homes. Name the topic and set up what the piece will be about.

Model: "Electricity travels a long journey before it reaches our homes." — names the topic (how electricity reaches our homes) and sets up that the piece will explain that journey.

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

⌚ ~5 min

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

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

"Write an introduction for an informational piece about how electricity reaches our homes. Name the topic and set up what the piece will be about."

▶ *Remind students of the scope: Model: 'Electricity travels a long journey before it reaches our homes.' — names the topic (how electricity reaches our homes) and sets up that the piece will explain that journey.*

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

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(B)(i)-(iii); 12(B)(i) · Writing an Introduction That Sets Up the Piece · Sheet 18 of 36 · Module 2 · Cluster 4

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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

States a detail.



CHOOSE
Emergent

Names the topic only.



SHOW
Visible

Writes an introduction that names the topic and sets up the piece.



OWN
Independent

Writes a clear introduction that sets up the whole piece, not just one detail.



DEFEND
Reflective

Explains why the introduction names the topic and sets up the whole piece.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · How Do We Measure the Level of Thinking?

⌚ ~4 min

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

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“NOTICE -- Foundational: States a detail.”

“CHOOSE -- Emergent: Names the topic only.”

“SHOW -- Visible: Writes an introduction that names the topic and sets up the piece.”

“OWN -- Independent: Writes a clear introduction that sets up the whole piece, not just one detail.”

“DEFEND -- Reflective: Explains why the introduction names the topic and sets up the whole piece.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: States a detail. · CHOOSE: Names the topic only. · SHOW: Writes an introduction that names the topic and sets up the piece. · OWN: Writes a clear introduction that sets up the whole piece, not just one detail. · DEFEND: Explains why the introduction names the topic and sets up the whole piece.

11(B)(i)-(iii); 12(B)(i) · Writing an Introduction That Sets Up the Piece · Sheet 18 of 36 · Module 2 · Cluster 4

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

STUDENT LEARNING OBJECTIVE

Students will develop the main idea of an informational piece with relevant, on-topic details.

TEKS — Writing Process & Writing Genre

- 11(B)(i)-(iii)** Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion, and by developing an engaging idea with relevant details.
- 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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Student Learning Objective · Developing Your Idea with Relevant Details

⌚ ~2 min

11(B)(i)-(iii); 12(B)(i) · Developing Your Idea with Relevant Details · Sheet 19 of 36 · Module 3 · Cluster 4

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

“Watch me for a second.”

▶ Write a mismatched example on the board (e.g., a to-do list written as a poem, or a narrative moment written as a set of instructions) and let students notice it feels wrong before you name why.

“Today's writing job is developing Your Idea with Relevant Details. Here is our objective: Students will develop the main idea of an informational piece with relevant, on-topic details.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

ANSWER KEY: Objective: Students will develop the main idea of an informational piece with relevant, on-topic details.

PREP & MATERIALS: the Developing Your Idea with Relevant Details slide deck · student Writing Tracking Sheets · writing journals/pencils · TEKS: 11(B)(i)-(iii), 12(B)(i) · ELPS: 5(B), 5(G)

I WILL...

- I will develop my main idea with details that belong to my topic.
- I will leave out details that do not connect to my main idea.
- I will pick details that make my idea clearer, not just longer.
- I will keep every detail connected to my topic.

I CAN...

- I can find a relevant detail.
- I can tell a relevant detail from one that does not belong.
- I can add relevant details to a main idea.
- I can explain why my detail belongs.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week -- what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will develop my main idea with details that belong to my topic."

"I will leave out details that do not connect to my main idea."

"I will pick details that make my idea clearer, not just longer."

"I will keep every detail connected to my topic."

▶ Now flip to the I CAN side -- these are the same statements from the student's point of view.

"I can find a relevant detail."

"I can tell a relevant detail from one that does not belong."

"I can add relevant details to a main idea."

"I can explain why my detail belongs."

▶ Have students echo one I CAN statement in their own words before moving on.

ANSWER KEY: I can explain why my detail belongs.

11(B)(i)-(iii); 12(B)(i) · Developing Your Idea with Relevant Details · Sheet 19 of 36 · Module 3 · Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE — Foundational**TASK**

The main idea is about the Founding Fathers writing the Constitution. **Point to the detail that belongs.**

EXAMPLE

A: “Some Founding Fathers liked tea.”

B: “The Founding Fathers debated for months to write the Constitution that would guide the new country.”

YOUR TURN

Point to the detail that connects to the main idea, not the one that wanders off topic.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Spot the Relevant Detail

⌚ ~3 min

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

“Let's warm up our writer's eyes. Spot the Relevant Detail.”

“The main idea is about the Founding Fathers writing the Constitution. Point to the detail that belongs.”

▶ Show or read the example: A: ‘Some Founding Fathers liked tea.’ / B: ‘The Founding Fathers debated for months to write the Constitution that would guide the new country.’

“Point to the detail that connects to the main idea, not the one that wanders off topic.”

▶ Give quiet think time, then take responses. This is Foundational-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Point to the detail that connects to the main idea, not the one that wanders off topic.

11(B)(i)-(iii); 12(B)(i) • Developing Your Idea with Relevant Details • Sheet 19 of 36 • Module 3 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today. Expected: an answer that matches the TASK and EXAMPLE shown -- Point to the detail that connects to the main idea, not the one that wanders off topic.

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

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

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

Ask a volunteer to explain how they knew before moving to CHOOSE.

Pick the Detail That Belongs

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 4 • Module 3

CHOOSE — Emergent

TASK

Main idea: The Founding Fathers worked together to write laws for a new nation. With support, **choose the detail that best supports this main idea.**

EXAMPLE

A: “The Founding Fathers wore long coats.”

B: “The Founding Fathers debated for months to reach compromises on how the new government would work.”

YOUR TURN

Choose the detail that supports the main idea, not one that is just interesting.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Pick the Detail That Belongs

🕒 ~4 min

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

“Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support.”

“Main idea: The Founding Fathers worked together to write laws for a new nation. With support, choose the detail that best supports this main idea.”

▶ Show or read the example: A: ‘The Founding Fathers wore long coats.’ / B: ‘The Founding Fathers debated for months to reach compromises on how the new government would work.’

“Choose the detail that supports the main idea, not one that is just interesting.”

▶ Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Choose the detail that supports the main idea, not one that is just interesting.

11(B)(i)-(iii); 12(B)(i) • Developing Your Idea with Relevant Details • Sheet 19 of 36 • Module 3 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown -- Choose the detail that supports the main idea, not one that is just interesting.

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

“What if I'm not sure?” Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: ‘How do you know that one fits?’

SHOW — Visible

TASK

Tell what makes a detail relevant to the main idea.

EXAMPLE

Main idea: "The Founding Fathers worked together to write laws for a new nation."

Detail: "They debated for months to reach compromises on how the new government would work."

YOUR TURN

Underline the part of the detail that connects directly to the main idea.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible •
Show Why It's Relevant

⌚ ~4 min

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

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

"Tell what makes a detail relevant to the main idea."

▶ Show or read the example: Main idea: 'The Founding Fathers worked together to write laws for a new nation.' / Detail: 'They debated for months to reach compromises on how the new government would work.'

"Underline the part of the detail that connects directly to the main idea."

▶ Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Underline the part of the detail that connects directly to the main idea.

11(B)(i)-(iii); 12(B)(i) • Developing Your Idea with Relevant Details • Sheet
19 of 36 • Module 3 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.

Expected: an answer that matches the TASK and EXAMPLE shown -- Underline the part of the detail that connects directly to the main idea.

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN — Independent

TASK

Add two relevant details to develop a main idea about the Founding Fathers — no word bank.

EXAMPLE

Main idea: The Founding Fathers built a new government. → Detail 1: _____ Detail 2: _____



YOUR TURN

Add two details that connect directly to the main idea.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · OWN · Independent · Add Your Own Relevant Details

⌚ ~5 min

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

“Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you.”

“Add two relevant details to develop a main idea about the Founding Fathers — no word bank.”

▶ Show or read the example: Main idea: The Founding Fathers built a new government. → Detail 1: _____ Detail 2: _____

“Add two details that connect directly to the main idea.”

▶ Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Add two details that connect directly to the main idea.

11(B)(i)-(iii); 12(B)(i) · Developing Your Idea with Relevant Details · Sheet 19 of 36 · Module 3 · Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown -- Add two details that connect directly to the main idea.

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND — Reflective

TASK

Explain why your details belong with your main idea.

EXAMPLE

“My details belong because they both explain how the Founding Fathers built the new government, which is my main idea.”



YOUR TURN

Tell why each detail you chose connects to the main idea.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · DEFEND · Reflective · Defend Your Details

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too.”

“Explain why your details belong with your main idea.”

▶ *Show or read the example: ‘My details belong because they both explain how the Founding Fathers built the new government, which is my main / idea.’*

“Tell why each detail you chose connects to the main idea.”

▶ *Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.*

ANSWER KEY: Tell why each detail you chose connects to the main idea.

11(B)(i)-(iii); 12(B)(i) · Developing Your Idea with Relevant Details · Sheet 19 of 36 · Module 3 · Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown -- Tell why each detail you chose connects to the main idea.

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (‘it just sounds better’) instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes -- note them for later modules, but today’s example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

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

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

Thinking-Levels Chart

Slide 8 of 10

How this concept grows across the five RPLD levels

Cluster 4 • Module 3

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



NOTICE
Foundational

A relevant detail connects directly to the main idea.

Spotting the Relevant Detail
Which detail connects to the main idea?



CHOOSE
Emergent

The stronger detail supports the main idea instead of just being interesting.

Picking the Detail
Which detail belongs?



SHOW
Visible

A detail is relevant when it directly develops the main idea.

Why It's Relevant
What makes this detail belong?



OWN
Independent

I can add my own relevant details to develop a main idea.

My Relevant Details
What details develop my idea?



DEFEND
Reflective

My details belong because they connect directly to my main idea.

Defending My Details
Why do my details belong?

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Thinking-Levels Chart · Developing Your Idea with Relevant Details

~3 min

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

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

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

“NOTICE -- Foundational: A relevant detail connects directly to the main idea. Spotting the Relevant Detail: which detail connects to the main idea?”

“CHOOSE -- Emergent: The stronger detail supports the main idea instead of just being interesting. Picking the Detail: which detail belongs?”

“SHOW -- Visible: A detail is relevant when it directly develops the main idea. Why It's Relevant: what makes this detail belong?”

“OWN -- Independent: I can add my own relevant details to develop a main idea. My Relevant Details: what details develop my idea?”

“DEFEND -- Reflective: My details belong because they connect directly to my main idea. Defending My Details: why do my details belong?”

ANSWER KEY: NOTICE: A relevant detail connects directly to the main idea. · CHOOSE: The stronger detail supports the main idea instead of just being interesting. · SHOW: A detail is relevant when it directly develops the main idea. · OWN: I can add my own relevant details to develop a main idea. · DEFEND: My details belong because they connect directly to my main idea.

11(B)(i)-(iii); 12(B)(i) · Developing Your Idea with Relevant Details · Sheet 19 of 36 · Module 3 · Cluster 4

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Write two relevant details that develop this main idea: The Founding Fathers worked together to build a new government. Keep every detail connected to the main idea.

Model: "They wrote the Constitution to set clear rules for the new government." "They compromised so the states could agree on a plan for the new government." — both connect directly to the main idea.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

🕒 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is your own writing job -- and once you can handle it, you are in control of your own writing, not just following along.”

“Write two relevant details that develop this main idea: The Founding Fathers worked together to build a new government. Keep every detail connected to the main idea.”

▶ *Remind students of the scope: Model: ‘They wrote the Constitution to set clear rules for the new government.’ ‘They compromised so the states could agree on a plan for the new government.’ — both connect directly to the main idea.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet -- this is each student's independent application.*

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(B)(i)-(iii); 12(B)(i) · Developing Your Idea with Relevant Details · Sheet 19 of 36 · Module 3 · Cluster 4

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move -- redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason -- that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short -- that pushes toward Reflective.

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

Adds an unrelated detail.



CHOOSE
Emergent

Adds a general detail loosely connected to the topic.



SHOW
Visible

Adds one relevant detail.



OWN
Independent

Adds two relevant details connected to the main idea.



DEFEND
Reflective

Adds relevant details and explains why each one connects to the main idea.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · How Do We Measure the Level of Thinking?

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“NOTICE -- Foundational: Adds an unrelated detail.”

“CHOOSE -- Emergent: Adds a general detail loosely connected to the topic.”

“SHOW -- Visible: Adds one relevant detail.”

“OWN -- Independent: Adds two relevant details connected to the main idea.”

“DEFEND -- Reflective: Adds relevant details and explains why each one connects to the main idea.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Adds an unrelated detail. · CHOOSE: Adds a general detail loosely connected to the topic. · SHOW: Adds one relevant detail. · OWN: Adds two relevant details connected to the main idea. · DEFEND: Adds relevant details and explains why each one connects to the main idea.

11(B)(i)-(iii); 12(B)(i) · Developing Your Idea with Relevant Details · Sheet 19 of 36 · Module 3 · Cluster 4

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work -- students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

STUDENT LEARNING OBJECTIVE

Students will build a complete informational piece with an introduction, a developed idea with relevant details, and a conclusion.

TEKS — Writing Process & Writing Genre

- 11(B)(i)-(iii)** Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion, and by developing an engaging idea with relevant details.
- 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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Student Learning Objective · Building the Whole Piece

⌚ ~2 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Raise your hand if you have ever started writing something and then realized halfway through that it was not quite working. That happens to real writers all the time.”

▶ *Let students share a quick example, then bring their attention to today's title.*

“Today's writing job is building the Whole Piece. Here is our objective: Students will build a complete informational piece with an introduction, a developed idea with relevant details, and a conclusion.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

ANSWER KEY: Objective: Students will build a complete informational piece with an introduction, a developed idea with relevant details, and a conclusion.

PREP & MATERIALS: the Building the Whole Piece slide deck · student Writing Tracking Sheets · writing journals/pencils · TEKS: 11(B)(i)-(iii), 12(B)(i) · ELPS: 5(B), 5(G)

11(B)(i)-(iii); 12(B)(i) · Building the Whole Piece · Sheet 20 of 36 · Module 4 · Cluster 4

I WILL...

- I will open my piece with an introduction that names my topic.
- I will develop my idea with relevant details.
- I will close my piece with a conclusion that wraps it up.
- I will make sure all three parts connect to the same main idea.

I CAN...

- I can name the three parts of a whole piece.
- I can write an introduction.
- I can develop my idea with relevant details.
- I can write a conclusion and build a whole piece.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is our target for the week -- what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will open my piece with an introduction that names my topic."

"I will develop my idea with relevant details."

"I will close my piece with a conclusion that wraps it up."

"I will make sure all three parts connect to the same main idea."

▶ Now flip to the I CAN side -- these are the same statements from the student's point of view.

"I can name the three parts of a whole piece."

"I can write an introduction."

"I can develop my idea with relevant details."

"I can write a conclusion and build a whole piece."

▶ Have students echo one I CAN statement in their own words before moving on.

ANSWER KEY: I can write a conclusion and build a whole piece.

11(B)(i)-(iii); 12(B)(i) · Building the Whole Piece · Sheet 20 of 36 · Module 4 · Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE — Foundational**TASK**

One piece about the Founding Fathers has all three parts; one is missing a part. **Point to the whole piece.**

EXAMPLE

A: “The Founding Fathers worked together to build a new government.”

B: “The Founding Fathers faced a big challenge: building a new government. They debated for months and wrote the Constitution. Because they worked together, their new government still guides our country today.”

YOUR TURN

Point to the piece that has an introduction, a developed idea, and a conclusion.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Spot the Whole Piece

⌚ ~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's warm up our writer's eyes. Spot the Whole Piece.”

“One piece about the Founding Fathers has all three parts; one is missing a part. Point to the whole piece.”

▶ Show or read the example: A: ‘The Founding Fathers worked together to build a new government.’ / B: ‘The Founding Fathers faced a big challenge: building a new government. They debated for months and wrote the Constitution. / Because they worked together, their new government still guides our country today.’

“Point to the piece that has an introduction, a developed idea, and a conclusion.”

▶ Give quiet think time, then take responses. This is Foundational-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Point to the piece that has an introduction, a developed idea, and a conclusion.

11(B)(i)-(iii); 12(B)(i) • Building the Whole Piece • Sheet 20 of 36 • Module 4 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today. Expected: an answer that matches the TASK and EXAMPLE shown -- Point to the piece that has an introduction, a developed idea, and a conclusion.

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

CHOOSE — Emergent**TASK**

With support, **match a sentence to the part of the piece it belongs to.**

EXAMPLE

“The Founding Fathers faced a big challenge: building a new government.” is the (Introduction / Developed idea / Conclusion)

YOUR TURN

Choose the part that fits the sentence.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Match a Part to Its Job

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support.”

“With support, match a sentence to the part of the piece it belongs to.”

▶ *Show or read the example: ‘The Founding Fathers faced a big challenge: building a new government.’ is the (Introduction / Developed idea / Conclusion)*

“Choose the part that fits the sentence.”

▶ *Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.*

ANSWER KEY: Choose the part that fits the sentence.

11(B)(i)-(iii); 12(B)(i) • Building the Whole Piece • Sheet 20 of 36 • Module 4 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown -- Choose the part that fits the sentence.

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

“What if I'm not sure?” Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: ‘How do you know that one fits?’

SHOW — Visible

TASK

Find where the introduction ends, where the developed idea begins, and where the conclusion begins.

EXAMPLE

“The Founding Fathers faced a big challenge: building a new government. // They debated for months and wrote the Constitution. // Because they worked together, their new government still guides our country today.”

YOUR TURN

Draw a line between each of the three parts.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show Where Each Part Begins

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“Find where the introduction ends, where the developed idea begins, and where the conclusion begins.”

▶ *Show or read the example: ‘The Founding Fathers faced a big challenge: building a new government. // They debated for months and wrote the Constitution. // / Because they worked together, their new government still guides our country today.’*

“Draw a line between each of the three parts.”

▶ *Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.*

ANSWER KEY: Draw a line between each of the three parts.

11(B)(i)-(iii); 12(B)(i) • Building the Whole Piece • Sheet 20 of 36 • Module 4 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown -- Draw a line between each of the three parts.

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN — Independent

TASK

Write a whole piece about the Founding Fathers — an introduction, a developed idea with relevant details, and a conclusion.

EXAMPLE

Introduction: _____ Developed idea: _____ Conclusion: _____



YOUR TURN

Write all three parts of your piece.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN •
Independent • Build Your Own Whole Piece

🕒 ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you.”

“Write a whole piece about the Founding Fathers — an introduction, a developed idea with relevant details, and a conclusion.”

▶ Show or read the example: Introduction: _____ Developed idea: _____
Conclusion: _____

“Write all three parts of your piece.”

▶ Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.

ANSWER KEY: Write all three parts of your piece.

11(B)(i)-(iii); 12(B)(i) • Building the Whole Piece • Sheet 20 of 36 •
Module 4 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown -- Write all three parts of your piece.

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND — Reflective

TASK

Explain why your three parts work together.

EXAMPLE

“My introduction names the challenge, my developed idea explains how the Founding Fathers solved it, and my conclusion shows why their work still matters — all three connect to the same main idea.”



YOUR TURN

Tell why your introduction, developed idea, and conclusion work together.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend Your Whole Piece

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too.”

“Explain why your three parts work together.”

▶ *Show or read the example: ‘My introduction names the challenge, my developed idea explains how the Founding Fathers solved it, and my conclusion shows why / their work still matters — all three connect to the same main idea.’*

“Tell why your introduction, developed idea, and conclusion work together.”

▶ *Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.*

ANSWER KEY: Tell why your introduction, developed idea, and conclusion work together.

11(B)(i)-(iii); 12(B)(i) • Building the Whole Piece • Sheet 20 of 36 • Module 4 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown -- Tell why your introduction, developed idea, and conclusion work together.

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (‘it just sounds better’) instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes -- note them for later modules, but today’s example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

Thinking-Levels Chart

Slide 8 of 10

How this concept grows across the five RPLD levels

Cluster 4 • Module 4

Apply the module's focus at each level of thinking — from noticing to defending.



NOTICE
Foundational

A whole piece has an introduction, a developed idea, and a conclusion.

Spotting the Whole Piece
What is a whole piece?



CHOOSE
Emergent

Each sentence in a whole piece belongs to one of its three parts.

Matching a Part
Which part is this sentence?



SHOW
Visible

The developed idea follows the introduction, and the conclusion follows the developed idea.

The Whole Piece
Where does each part go?



OWN
Independent

I can build an introduction, a developed idea, and a conclusion for my own topic.

My Whole Piece
What goes in each part?



DEFEND
Reflective

My three parts belong together because they all connect to the same main idea.

Defending My Whole Piece
Why do the parts fit together?

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Thinking-Levels Chart · Building the Whole Piece

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's see the whole climb at once -- how this idea grows from noticing all the way to defending.”

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

“NOTICE -- Foundational: A whole piece has an introduction, a developed idea, and a conclusion. Spotting the Whole Piece: what is a whole piece?”

“CHOOSE -- Emergent: Each sentence in a whole piece belongs to one of its three parts. Matching a Part: which part is this sentence?”

“SHOW -- Visible: The developed idea follows the introduction, and the conclusion follows the developed idea. The Whole Piece: where does each part go?”

“OWN -- Independent: I can build an introduction, a developed idea, and a conclusion for my own topic. My Whole Piece: what goes in each part?”

“DEFEND -- Reflective: My three parts belong together because they all connect to the same main idea. Defending My Whole Piece: why do the parts fit together?”

ANSWER KEY: NOTICE: A whole piece has an introduction, a developed idea, and a conclusion. · CHOOSE: Each sentence in a whole piece belongs to one of its three parts. · SHOW: The developed idea follows the introduction, and the conclusion follows the developed idea. · OWN: I can build an introduction, a developed idea, and a conclusion for my own topic. · DEFEND: My three parts belong together because they all connect to the same main idea.

11(B)(i)-(iii); 12(B)(i) · Building the Whole Piece · Sheet 20 of 36 · Module 4 · Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening -- emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

“Do I have to be at DEFEND today?” No -- most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map -- use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Build a whole informational piece about the Founding Fathers: an introduction that names your topic, a developed idea with relevant details, and a conclusion that wraps up the piece.

Model: “The Founding Fathers faced a big challenge.” (intro) → “They debated for months and wrote the Constitution.” (idea) → “Because they worked together, their government still guides our country today.” (conclusion).

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is your own writing job -- and once you can handle it, you are in control of your own writing, not just following along.”

“Build a whole informational piece about the Founding Fathers: an introduction that names your topic, a developed idea with relevant details, and a conclusion that wraps up the piece.”

▶ Remind students of the scope: Model: ‘The Founding Fathers faced a big challenge.’ (intro) → ‘They debated for months and wrote the Constitution.’ (idea) → ‘Because they worked together, their government still guides our country today.’ (conclusion).

▶ Give quiet writing/thinking time. Do not reveal the rubric yet -- this is each student's independent application.

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(B)(i)-(iii); 12(B)(i) · Building the Whole Piece · Sheet 20 of 36 · Module 4 · Cluster 4

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move -- redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason -- that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short -- that pushes toward Reflective.

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

Writes one part of the piece.



CHOOSE
Emergent

Writes two of the three parts.



SHOW
Visible

Writes all three parts, though one is underdeveloped.



OWN
Independent

Writes an introduction, a developed idea with relevant details, and a conclusion.



DEFEND
Reflective

Writes all three parts and explains why they connect to the same main idea.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“NOTICE -- Foundational: Writes one part of the piece.”

“CHOOSE -- Emergent: Writes two of the three parts.”

“SHOW -- Visible: Writes all three parts, though one is underdeveloped.”

“OWN -- Independent: Writes an introduction, a developed idea with relevant details, and a conclusion.”

“DEFEND -- Reflective: Writes all three parts and explains why they connect to the same main idea.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Writes one part of the piece. · CHOOSE: Writes two of the three parts. · SHOW: Writes all three parts, though one is underdeveloped. · OWN: Writes an introduction, a developed idea with relevant details, and a conclusion. · DEFEND: Writes all three parts and explains why they connect to the same main idea.

11(B)(i)-(iii); 12(B)(i) · Building the Whole Piece · Sheet 20 of 36 · Module 4 · Cluster 4

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work -- students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Paired-Passage Response — Connecting Two Texts

STUDENT LEARNING OBJECTIVE

Students will gather evidence from two informational passages and write one connected response that uses a detail from each text and explains how the two ideas work together — one answer = two texts.

TEKS — Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.
- 12(B)(ii)** Compose informational texts, including brief compositions that convey information about a topic, using genre characteristics.
- 12(B)(iii)** Compose informational texts, including brief compositions that convey information about a topic, using craft.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(D)(i)** (Sentence Variety) Write using a variety of grade-appropriate sentence lengths and types.
- 4(D)(iii)** (Connecting Words) Write using a variety of grade-appropriate connecting words.
- 4(F)(i)** (Purposeful Writing) Write to explain and respond with detail in the content areas.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Think about the last time you had to decide how to tell someone something -- a story, an explanation, an opinion. Writers make that same choice every time they pick up a pencil.”

▶ Let a student or two share, then bring their attention to today's title on the board.

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will gather evidence from two informational passages and write one connected response that uses a detail from each text and explains how the two ideas work together — one answer = two texts.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

ANSWER KEY: Objective: Students will gather evidence from two informational passages and write one connected response that uses a detail from each text and explains how the two ideas work together — one answer = two texts.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: 11(B)(iii), 12(B)(i), 12(B)(ii), 12(B)(iii) • ELPS: 4(C)(ii), 4(D)(i), 4(D)(iii), 4(F)(i)

11(B)(iii); 12(B)(i); 12(B)(ii); 12(B)(iii) • WRITING • Standards Sweep Teaching Deck • Sheet 21 of 36 • Module 1 • Cluster 5

This Week's Target

Sheet 21 of 36

I Will • I Can

Cluster 5 • Module 1

I WILL...

- I will read both passages and find the idea they share.
- I will choose one strong detail from EACH passage.
- I will write one sentence that connects the two ideas.
- I will write one clear response that uses both texts.

I CAN...

- I can find the central idea that connects two passages.
- I can pull evidence from both texts, not just one.
- I can explain how the two ideas work together.
- I can write a paired-passage response that uses both texts.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is our target for the week -- what I will do, and what that lets me do."

▶ *Read each I WILL statement, pausing so students can picture themselves doing it.*

"I will read both passages and find the idea they share."

"I will choose one strong detail from EACH passage."

"I will write one sentence that connects the two ideas."

"I will write one clear response that uses both texts."

▶ *Now flip to the I CAN side -- these are the same statements from the student's point of view.*

"I can find the central idea that connects two passages."

"I can pull evidence from both texts, not just one."

"I can explain how the two ideas work together."

"I can write a paired-passage response that uses both texts."

▶ *Have students echo one I CAN statement in their own words before moving on.*

ANSWER KEY: I can write a paired-passage response that uses both texts.

11(B)(iii); 12(B)(i); 12(B)(ii); 12(B)(iii) · WRITING · Standards Sweep Teaching Deck · Sheet 21 of 36 · Module 1 · Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE — Foundational

TASK

Two passages describe two different men. **Find the idea they share.**

MATERIAL

Passage 1 — Henry Ford: “Henry Ford believed that cars should be available for everyday families.”

Passage 2 — Sam Walton: “...sell many different products at lower prices so that everyday families could afford them.”

YOUR TURN

Underline the words in each quote that point to the SAME big idea. Say the shared idea aloud.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Shared Idea

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's warm up our writer's eyes. Find the Shared Idea.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Foundational-level evidence -- match your support to that level, no more, no less.

11(B)(iii); 12(B)(i); 12(B)(ii); 12(B)(iii) • WRITING • Standards Sweep Teaching Deck • Sheet 21 of 36 • Module 1 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today. Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

CHOOSE — Emergent

TASK

A paired-passage answer must use **one detail from EACH passage**. Choose the evidence pair that does.

MATERIAL

Pair A: “Ford created the Model T.” + “Ford built the assembly line.”

Pair B: “Ford created the affordable Model T.” + “Walton opened Walmart with lower prices.”

YOUR TURN

Circle the pair that follows the rule “one answer = two texts.” Whisper why to a partner.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Use BOTH Texts

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.

11(B)(iii); 12(B)(i); 12(B)(ii); 12(B)(iii) • WRITING • Standards Sweep Teaching Deck • Sheet 21 of 36 • Module 1 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

“What if I'm not sure?” Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: ‘How do you know that one fits?’

SHOW — Visible

TASK

Match each man's problem to his solution. Then get ready to explain how the two solutions connect.

MATERIAL

Ford — Problem: cars were too expensive for most families. Solution: _____

Walton — Problem: many stores charged high prices. Solution: _____

YOUR TURN

Fill each solution from the passages. Then say one sentence: how are the two solutions alike?

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Connect the Ideas

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.

11(B)(iii); 12(B)(i); 12(B)(ii); 12(B)(iii) • WRITING • Standards Sweep Teaching Deck • Sheet 21 of 36 • Module 1 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN — Independent

TASK

Plan a response that uses both texts. Fill the frame with your own evidence.

MATERIAL

Evidence from Passage 1 (Ford): _____

Evidence from Passage 2 (Walton): _____

Connection (how the ideas work together): _____



YOUR TURN

Complete all three lines. Then read your plan to a partner before you write.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Build Your Paired Response

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.

11(B)(iii); 12(B)(i); 12(B)(ii); 12(B)(iii) • WRITING • Standards Sweep Teaching Deck • Sheet 21 of 36 • Module 1 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND — Reflective

TASK

Prove your answer truly uses two texts and connects them.



YOUR TURN

Finish it out loud: “My answer uses both texts because _____, and the ideas connect because _____.”

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Prove You Used Both

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.*

11(B)(iii); 12(B)(i); 12(B)(ii); 12(B)(iii) • WRITING • Standards Sweep Teaching Deck • Sheet 21 of 36 • Module 1 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes -- note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

Both men wanted to help everyday families afford what they needed — Ford with affordable cars, Walton with lower prices. The shared idea is affordability for regular families.



CHOOSE

Emergent

Pair B — it uses one detail from EACH passage. Pair A uses two details, but both come from only the Ford passage, so it does not connect the two texts.



SHOW

Visible

Ford's solution = the affordable Model T and the assembly line. Walton's solution = Walmart's lower prices. They connect because both solved an affordability problem so everyday families could get what they needed.



OWN

Independent

Sample — P1: Ford built the affordable Model T. P2: Walton opened Walmart with lower prices. Connection: both men made everyday life more affordable for regular families.



DEFEND

Reflective

My answer uses both texts because it names Ford's Model T and Walton's Walmart, and the ideas connect because both men found a way to make everyday life more affordable for families — showing how one person's idea can improve life for many.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Thinking-Levels Chart · WRITING · Standards Sweep Teaching Deck

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's see the whole climb at once -- how this idea grows from noticing all the way to defending.”

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

“NOTICE -- Foundational: Both men wanted to help everyday families afford what they needed — Ford with affordable cars,; walton with lower prices. The shared idea is affordability for regular families.”

“CHOOSE -- Emergent: Pair B — it uses one detail from EACH passage. Pair A uses two details, but both come from only the: ford passage, so it does not connect the two texts.”

“SHOW -- Visible: Ford's solution = the affordable Model T and the assembly line. Walton's solution = Walmart's lower prices. They connect because both solved an affordability problem so everyday families could get: what they needed.”

“OWN -- Independent: Sample — P1: Ford built the affordable Model T. P2: Walton opened Walmart with lower prices.: connection: both men made everyday life more affordable for regular families.”

“DEFEND -- Reflective: My answer uses both texts because it names Ford's Model T and Walton's Walmart, and the ideas connect because both men found a way to make everyday life more affordable for families — showing: how one person's idea can improve life for many.”

ANSWER KEY: NOTICE: · CHOOSE: · SHOW: Ford's solution = the affordable Model T and the assembly line. Walton's solution = Walmart's lower · OWN: · DEFEND: My answer uses both texts because it names Ford's Model T and Walton's Walmart, and the ideas

11(B)(iii); 12(B)(i); 12(B)(ii); 12(B)(iii) · WRITING · Standards Sweep Teaching Deck · Sheet 21 of 36 · Module 1 · Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening -- emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

“Do I have to be at DEFEND today?” No -- most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map -- use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Explain why Henry Ford and Sam Walton were important. Use evidence from BOTH passages, and add one sentence that connects their ideas.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is your own writing job -- and once you can handle it, you are in control of your own writing, not just following along.”

“Explain why Henry Ford and Sam Walton were important.”

▶ *Remind students of the scope: Use evidence from BOTH passages, and add one sentence that connects their ideas.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet -- this is each student's independent application.*

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(B)(iii); 12(B)(i); 12(B)(ii); 12(B)(iii) · WRITING · Standards Sweep Teaching Deck · Sheet 21 of 36 · Module 1 · Cluster 5

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move -- redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason -- that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short -- that pushes toward Reflective.

MODEL ANSWER

Henry Ford was important because he built the affordable Model T and used the assembly line so everyday families could own a car. Sam Walton was important because he opened Walmart and sold products at lower prices so families could afford what they needed. Their ideas connect because both men found a way to make everyday life more affordable for regular families.



NOTICE
Foundational

Retells one fact from a single passage.



CHOOSE
Emergent

Uses one detail, but from only one of the two passages.



SHOW
Visible

Uses one clear detail from EACH passage.



OWN
Independent

Uses evidence from both passages AND adds a sentence connecting the ideas.



DEFEND
Reflective

Connects both passages to a bigger idea — how one person's idea can improve life for many.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · How Do We Measure the Level of Thinking?

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“NOTICE -- Foundational: Retells one fact from a single passage.”

“CHOOSE -- Emergent: Uses one detail, but from only one of the two passages.”

“SHOW -- Visible: Uses one clear detail from EACH passage.”

“OWN -- Independent: Uses evidence from both passages AND adds a sentence connecting the ideas.”

“DEFEND -- Reflective: Connects both passages to a bigger idea — how one person's idea can improve life for many.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Retells one fact from a single passage. · CHOOSE: Uses one detail, but from only one of the two passages. · SHOW: Uses one clear detail from EACH passage. · OWN: Uses evidence from both passages AND adds a sentence connecting the ideas. · DEFEND: Connects both passages to a bigger idea — how one person's idea can improve life for many.

11(B)(iii); 12(B)(i); 12(B)(ii); 12(B)(iii) · WRITING · Standards Sweep Teaching Deck · Sheet 21 of 36 · Module 1 · Cluster 5

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work -- students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

HOW Prompts — Similarities and Differences

STUDENT LEARNING OBJECTIVE

Students will answer a HOW prompt that compares two texts, writing a thesis that begins with a preposition and supporting it with one detail from each passage.

TEKS — Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.
- 12(B)(ii)** Compose informational texts, including brief compositions that convey information about a topic, using genre characteristics.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(D)(i)** (Sentence Variety) Write using a variety of grade-appropriate sentence lengths and types.
- 4(D)(iii)** (Connecting Words) Write using a variety of grade-appropriate connecting words.
- 4(F)(i)** (Purposeful Writing) Write to explain and respond with detail in the content areas.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Every year from now on, someone is going to hand you a writing job and expect you to know what to do with it. Today we build the skill that makes that easy.”

▶ *Pause briefly, then reveal today's title and objective.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will answer a HOW prompt that compares two texts, writing a thesis that begins with a preposition and supporting it with one detail from each passage.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

ANSWER KEY: Objective: Students will answer a HOW prompt that compares two texts, writing a thesis that begins with a preposition and supporting it with one detail from each passage.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: 11(B)(iii), 12(B)(i), 12(B)(ii) • ELPS: 4(C)(ii), 4(D)(i), 4(D)(iii), 4(F)(i)

11(B)(iii); 12(B)(i); 12(B)(ii) • WRITING • Standards Sweep Teaching Deck • Sheet 22 of 36 • Module 2 • Cluster 5

I WILL...

- I will decide whether a HOW prompt asks for a similarity or a difference.
- I will start my thesis with a preposition (by, through, with, in, across).
- I will support the thesis with one detail from EACH passage.
- I will explain how the two ideas connect.

I CAN...

- I can tell a similarity prompt from a difference prompt.
- I can write a HOW thesis using a preposition.
- I can support a comparison with evidence from both texts.
- I can explain the connection in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is our target for the week -- what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will decide whether a HOW prompt asks for a similarity or a difference."

"I will start my thesis with a preposition (by, through, with, in, across)."

"I will support the thesis with one detail from EACH passage."

"I will explain how the two ideas connect."

▶ Now flip to the I CAN side -- these are the same statements from the student's point of view.

"I can tell a similarity prompt from a difference prompt."

"I can write a HOW thesis using a preposition."

"I can support a comparison with evidence from both texts."

"I can explain the connection in my own words."

▶ Have students echo one I CAN statement in their own words before moving on.

ANSWER KEY: I can explain the connection in my own words.

11(B)(iii); 12(B)(i); 12(B)(ii) · WRITING · Standards Sweep Teaching Deck · Sheet 22 of 36 · Module 2 · Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE — Foundational**TASK**

A HOW thesis begins with a **preposition**. Find the words that can start one.

MATERIAL

Preposition bank: by · through · with · in · across

Stem: “Both men helped everyday families _____ ...”

YOUR TURN

Circle every word in the bank that could fill the blank. Read the stem aloud with one.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · NOTICE · Foundational · Spot the HOW Word

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's warm up our writer's eyes. Spot the HOW Word.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Foundational-level evidence -- match your support to that level, no more, no less.

11(B)(iii); 12(B)(i); 12(B)(ii) · WRITING · Standards Sweep Teaching Deck · Sheet 22 of 36 · Module 2 · Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

CHOOSE — Emergent

TASK

A HOW prompt asks for a **similarity** or a **difference**. Label each prompt.

MATERIAL

Prompt 1: How were Ford and Walton ALIKE in helping families?

Prompt 2: How was Ford's work DIFFERENT from Walton's?

YOUR TURN

Write S (similarity) or D (difference) beside each prompt. Say the clue word that told you.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Similarity or Difference?

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.

11(B)(iii); 12(B)(i); 12(B)(ii) • WRITING • Standards Sweep Teaching Deck • Sheet 22 of 36 • Module 2 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'

 SHOW — Visible**TASK**

Write one thesis that uses a preposition to compare the two men.

MATERIAL

Frame: “Both Ford and Walton helped everyday families _____.”

Evidence: Ford → the affordable Model T · Walton → Walmart’s lower prices

 YOUR TURN

Fill the frame with a preposition and a shared idea. Read your thesis to a partner.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible •
Build the HOW Thesis ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.*

11(B)(iii); 12(B)(i); 12(B)(ii) • WRITING • Standards Sweep Teaching Deck • Sheet 22 of 36 • Module 2 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN — Independent

TASK

Add one detail from each passage to prove your HOW thesis.

MATERIAL

Detail from Passage 1 (Ford): _____

Detail from Passage 2 (Walton): _____



YOUR TURN

Write one strong detail from each passage under your thesis. Then read the whole answer aloud.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN •
Independent • Support with Both Texts

🕒 ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.

11(B)(iii); 12(B)(i); 12(B)(ii) • WRITING • Standards Sweep Teaching Deck • Sheet 22 of 36 • Module 2 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND — Reflective

TASK

Explain why this similarity matters, not just that it is true.



YOUR TURN

Finish it out loud: “This similarity matters because _____.”

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Explain the Connection

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.*

11(B)(iii); 12(B)(i); 12(B)(ii) • WRITING • Standards Sweep Teaching Deck • Sheet 22 of 36 • Module 2 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes -- note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

All five prepositions can start a HOW thesis. The most natural fit here is “by” — “Both men helped everyday families BY making things more affordable.”



CHOOSE

Emergent

Prompt 1 = S (clue: “alike”). Prompt 2 = D (clue: “different”). The clue word sets whether you compare what is the same or what is not.



SHOW

Visible

Both Ford and Walton helped everyday families BY making things more affordable — Ford with the Model T and Walton with lower prices.



OWN

Independent

Sample — P1: Ford built the affordable Model T so families could own a car. P2: Walton opened Walmart with lower prices so families could afford what they needed.



DEFEND

Reflective

This similarity matters because it shows that both men solved the same problem — high cost — so ordinary families could get what they needed, proving one good idea can reach millions of people.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's see the whole climb at once -- how this idea grows from noticing all the way to defending.”

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

“NOTICE -- Foundational: All five prepositions can start a HOW thesis. The most natural fit here is “by” — “Both men helped: everyday families BY making things more affordable.””

“CHOOSE -- Emergent: Prompt 1 = S (clue: “alike”). Prompt 2 = D (clue: “different”). The clue word sets whether you compare: what is the same or what is not.”

“SHOW -- Visible: Both Ford and Walton helped everyday families BY making things more affordable — Ford with the: model T and Walton with lower prices.”

“OWN -- Independent: Sample — P1: Ford built the affordable Model T so families could own a car. P2: Walton opened: walmart with lower prices so families could afford what they needed.”

“DEFEND -- Reflective: This similarity matters because it shows that both men solved the same problem — high cost — so: ordinary families could get what they needed, proving one good idea can reach millions of people.”

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: • DEFEND:

11(B)(iii); 12(B)(i); 12(B)(ii) • WRITING • Standards Sweep Teaching Deck • Sheet 22 of 36 • Module 2 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening -- emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

“Do I have to be at DEFEND today?” No -- most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map -- use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

How were Henry Ford and Sam Walton alike in the way they helped everyday families? Begin your thesis with a preposition, and give one detail from each passage.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is your own writing job -- and once you can handle it, you are in control of your own writing, not just following along.”

“How were Henry Ford and Sam Walton alike in the way they helped everyday families?”

▶ *Remind students of the scope: Begin your thesis with a preposition, and give one detail from each passage.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet -- this is each student's independent application.*

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(B)(iii); 12(B)(i); 12(B)(ii) · WRITING · Standards Sweep Teaching Deck · Sheet 22 of 36 · Module 2 · Cluster 5

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move -- redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason -- that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short -- that pushes toward Reflective.

MODEL ANSWER

Both Henry Ford and Sam Walton helped everyday families by making things more affordable. Ford built the affordable Model T so families could own a car, and Walton opened Walmart with lower prices so families could afford what they needed. In both cases, one person's idea made daily life easier for many people.



NOTICE

Foundational

Names one man's work without a comparison.



CHOOSE

Emergent

Compares the two men, but the thesis has no preposition.



SHOW

Visible

Writes a preposition thesis with a detail from one passage.



OWN

Independent

Writes a preposition thesis supported by a detail from EACH passage.



DEFEND

Reflective

Explains why the similarity matters — how one idea can improve life for many.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · How Do We Measure the Level of Thinking?

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE -- Foundational: Names one man's work without a comparison."

"CHOOSE -- Emergent: Compares the two men, but the thesis has no preposition."

"SHOW -- Visible: Writes a preposition thesis with a detail from one passage."

"OWN -- Independent: Writes a preposition thesis supported by a detail from EACH passage."

"DEFEND -- Reflective: Explains why the similarity matters — how one idea can improve life for many."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Names one man's work without a comparison. · CHOOSE: Compares the two men, but the thesis has no preposition. · SHOW: Writes a preposition thesis with a detail from one passage. · OWN: Writes a preposition thesis supported by a detail from EACH passage. · DEFEND: Explains why the similarity matters — how one idea can improve life for many.

11(B)(iii); 12(B)(i); 12(B)(ii) · WRITING · Standards Sweep Teaching Deck · Sheet 22 of 36 · Module 2 · Cluster 5

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work -- students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Conclusion Paragraph with RRR — The Bluebird Moment

STUDENT LEARNING OBJECTIVE

Students will write a three-sentence conclusion using RRR — Restate the thesis, Refer to the evidence, and Reflect the big picture — to close a paired-passage response.

TEKS — Writing Process & Writing Genre

- 11(B)(ii)** Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.
- 12(B)(iii)** Compose informational texts, including brief compositions that convey information about a topic, using craft.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(D)(i)** (Sentence Variety) Write using a variety of grade-appropriate sentence lengths and types.
- 4(D)(iii)** (Connecting Words) Write using a variety of grade-appropriate connecting words.
- 4(F)(i)** (Purposeful Writing) Write to explain and respond with detail in the content areas.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Watch me for a second.”

▶ Write a mismatched example on the board (e.g., a to-do list written as a poem, or a narrative moment written as a set of instructions) and let students notice it feels wrong before you name why.

“Today's writing job is wRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a three-sentence conclusion using RRR — Restate the thesis, Refer to the evidence, and Reflect the big picture — to close a paired-passage response.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

ANSWER KEY: Objective: Students will write a three-sentence conclusion using RRR — Restate the thesis, Refer to the evidence, and Reflect the big picture — to close a paired-passage response.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: 11(B)(ii), 12(B)(i), 12(B)(iii) • ELPS: 4(C)(ii), 4(D)(i), 4(D)(iii), 4(F)(i)

11(B)(ii); 12(B)(i); 12(B)(iii) • WRITING • Standards Sweep Teaching Deck • Sheet 23 of 36 • Module 3 • Cluster 5

This Week's Target

Sheet 23 of 36

I Will • I Can

Cluster 5 • Module 3

I WILL...

- I will restate my thesis using synonyms, not the same words.
- I will refer back to the evidence from both passages.
- I will reflect the big picture and send the idea out.
- I will write a three-sentence RRR conclusion.

I CAN...

- I can restate a thesis in new words.
- I can refer back to my evidence as a whole.
- I can reflect a big-picture idea for the reader.
- I can write a complete RRR conclusion.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is our target for the week -- what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will restate my thesis using synonyms, not the same words."

"I will refer back to the evidence from both passages."

"I will reflect the big picture and send the idea out."

"I will write a three-sentence RRR conclusion."

▶ Now flip to the I CAN side -- these are the same statements from the student's point of view.

"I can restate a thesis in new words."

"I can refer back to my evidence as a whole."

"I can reflect a big-picture idea for the reader."

"I can write a complete RRR conclusion."

▶ Have students echo one I CAN statement in their own words before moving on.

ANSWER KEY: I can write a complete RRR conclusion.

11(B)(ii); 12(B)(i); 12(B)(iii) · WRITING · Standards Sweep Teaching Deck · Sheet 23 of 36 · Module 3 · Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE — Foundational**TASK**

A conclusion opens by **restating** the thesis in new words. Point to that sentence.

MATERIAL

Sentence A: “Henry Ford and Sam Walton both made everyday life more affordable for families.”

Sentence B: “Ford was born in 1863 on a farm in Michigan.”

YOUR TURN

Point to the sentence that restates the big idea. Explain why the other one does not belong.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Restate

⌚ ~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's warm up our writer's eyes. Find the Restate.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Foundational-level evidence -- match your support to that level, no more, no less.

11(B)(ii); 12(B)(i); 12(B)(iii) • WRITING • Standards Sweep Teaching Deck • Sheet 23 of 36 • Module 3 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

CHOOSE — Emergent**TASK**

The next two R's are **Refer** (point back to your evidence) and **Reflect** (send out the big idea). Label each sentence.

MATERIAL

Sentence 1: "The Model T and Walmart's low prices both show how these men helped families."

Sentence 2: "Their stories remind us that one idea can change life for many people."

YOUR TURN

Write R2 (Refer) or R3 (Reflect) beside each sentence. Say the clue that told you.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Refer or Reflect?

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support."

" "

▶ *Show or read the example:*

" "

▶ *Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.*

11(B)(ii); 12(B)(i); 12(B)(iii) • WRITING • Standards Sweep Teaching Deck • Sheet 23 of 36 • Module 3 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'

SHOW — Visible

TASK

Restate the thesis by swapping one or two words for synonyms (R1).

MATERIAL

Thesis: “Ford and Walton were important because they made things affordable for everyday families.”

Synonym bank: important → remarkable · affordable → low-cost · everyday → ordinary

YOUR TURN

Rewrite the thesis, changing one or two words with the bank. Keep the meaning the same.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · SHOW · Visible · Restate with Synonyms

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.

11(B)(ii); 12(B)(i); 12(B)(iii) · WRITING · Standards Sweep Teaching Deck · Sheet 23 of 36 · Module 3 · Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN — Independent

TASK

Write all three sentences — Restate, Refer, Reflect.

MATERIAL

R1 Restate: _____

R2 Refer: _____

R3 Reflect: _____



YOUR TURN

Fill all three lines. Then read your conclusion aloud as one smooth paragraph.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN •
Independent • Build Your RRR

🕒 ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.

11(B)(ii); 12(B)(i); 12(B)(iii) • WRITING • Standards Sweep Teaching Deck • Sheet 23 of 36 • Module 3 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND — Reflective

TASK

Reflect the biggest idea — the ‘Bluebird Moment’ that flies out to everyone.



YOUR TURN

Finish it out loud: “Both men remind us that _____.”

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Send the Idea Out

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.

11(B)(ii); 12(B)(i); 12(B)(iii) • WRITING • Standards Sweep Teaching Deck • Sheet 23 of 36 • Module 3 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes -- note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

Sentence A restates the thesis (the big idea of the whole paper). Sentence B is a small fact from the middle of the paper, not the main point, so it does not belong in the conclusion.



CHOOSE

Emergent

Sentence 1 = R2 Refer (it points back to the evidence — the Model T and Walmart). Sentence 2 = R3 Reflect (it steps back to a big-picture idea for everyone).



SHOW

Visible

Sample restate: “Ford and Walton were remarkable because they made things low-cost for ordinary families.” The meaning stays the same; only a word or two change.



OWN

Independent

Sample — R1: Ford and Walton both changed everyday life by making things affordable. R2: The Model T and Walmart’s low prices both show how they helped ordinary families. R3: Their stories remind us that one person’s idea can improve life for many.



DEFEND

Reflective

Both men remind us that one person who sees a problem and keeps working can make life better for millions of people — that is the big idea the whole paper flies out to the reader.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Thinking-Levels Chart · WRITING · Standards Sweep Teaching Deck

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s see the whole climb at once -- how this idea grows from noticing all the way to defending.”

▶ Walk the chart top to bottom, reading each level’s sentence and question, and pointing to where the class has already been today.

“NOTICE -- Foundational: Sentence A restates the thesis (the big idea of the whole paper). Sentence B is a small fact from the: middle of the paper, not the main point, so it does not belong in the conclusion.”

“CHOOSE -- Emergent: Sentence 1 = R2 Refer (it points back to the evidence — the Model T and Walmart). Sentence 2 = R3: reflect (it steps back to a big-picture idea for everyone).”

“SHOW -- Visible: Sample restate: “Ford and Walton were remarkable because they made things low-cost for ordinary families.” The meaning stays the same; only a word or two change.”

“OWN -- Independent: Sample — R1: Ford and Walton both changed everyday life by making things affordable. R2: The Model T and Walmart’s low prices both show how they helped ordinary families. R3: Their stories: remind us that one person’s idea can improve life for many.”

“DEFEND -- Reflective: Both men remind us that one person who sees a problem and keeps working can make life better for: millions of people — that is the big idea the whole paper flies out to the reader.”

ANSWER KEY: NOTICE: · CHOOSE: · SHOW: · OWN: Sample — R1: Ford and Walton both changed everyday life by making things affordable. R2: The · DEFEND:

11(B)(ii); 12(B)(i); 12(B)(iii) · WRITING · Standards Sweep Teaching Deck · Sheet 23 of 36 · Module 3 · Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening -- emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

“Do I have to be at DEFEND today?” No -- most students land somewhere in the middle; the chart shows the whole ladder, not today’s finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map -- use it to place each student’s current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Write a three-sentence conclusion (Restate, Refer, Reflect) for a paper explaining why Henry Ford and Sam Walton were important.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is your own writing job -- and once you can handle it, you are in control of your own writing, not just following along.”

“Write a three-sentence conclusion (Restate, Refer, Reflect) for a paper explaining why Henry Ford and Sam Walton were important.”

▶ Give quiet writing/thinking time. Do not reveal the rubric yet -- this is each student's independent application.

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(B)(ii); 12(B)(i); 12(B)(iii) · WRITING · Standards Sweep Teaching Deck · Sheet 23 of 36 · Module 3 · Cluster 5

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move -- redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason -- that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short -- that pushes toward Reflective.

MODEL ANSWER

Restate: Henry Ford and Sam Walton both changed everyday life by making things more affordable. Refer: The evidence from both passages — the Model T and Walmart's low prices — shows how they helped ordinary families. Reflect: Their stories remind us that one person's idea can improve life for many people.



NOTICE
Foundational

Writes one closing sentence that repeats the thesis word-for-word.



CHOOSE
Emergent

Restates the thesis in new words, but stops there.



SHOW
Visible

Restates and refers back to the evidence.



OWN
Independent

Writes all three — Restate, Refer, and Reflect.



DEFEND
Reflective

Reflects a big-picture idea that reaches beyond the two men to everyone.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · How Do We Measure the Level of Thinking?

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“NOTICE -- Foundational: Writes one closing sentence that repeats the thesis word-for-word.”

“CHOOSE -- Emergent: Restates the thesis in new words, but stops there.”

“SHOW -- Visible: Restates and refers back to the evidence.”

“OWN -- Independent: Writes all three — Restate, Refer, and Reflect.”

“DEFEND -- Reflective: Reflects a big-picture idea that reaches beyond the two men to everyone.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Writes one closing sentence that repeats the thesis word-for-word. · CHOOSE: Restates the thesis in new words, but stops there. · SHOW: Restates and refers back to the evidence. · OWN: Writes all three — Restate, Refer, and Reflect. · DEFEND: Reflects a big-picture idea that reaches beyond the two men to everyone.

11(B)(ii); 12(B)(i); 12(B)(iii) · WRITING · Standards Sweep Teaching Deck · Sheet 23 of 36 · Module 3 · Cluster 5

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work -- students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Color-Coding the Full ECR Paper

STUDENT LEARNING OBJECTIVE

Students will color-code a full paired-passage paper so every sentence shows its job, and check that the introduction (GET SET) and the conclusion (RRR) mirror each other by color.

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, transitions, and a conclusion.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.
- 12(B)(ii)** Compose informational texts, including brief compositions that convey information about a topic, using genre characteristics.
- 12(B)(iii)** Compose informational texts, including brief compositions that convey information about a topic, using craft.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(D)(i)** (Sentence Variety) Write using a variety of grade-appropriate sentence lengths and types.
- 4(D)(iii)** (Connecting Words) Write using a variety of grade-appropriate connecting words.
- 4(F)(i)** (Purposeful Writing) Write to explain and respond with detail in the content areas.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Raise your hand if you have ever started writing something and then realized halfway through that it was not quite working. That happens to real writers all the time.”

▶ *Let students share a quick example, then bring their attention to today's title.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will color-code a full paired-passage paper so every sentence shows its job, and check that the introduction (GET SET) and the conclusion (RRR) mirror each other by color.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

ANSWER KEY: Objective: Students will color-code a full paired-passage paper so every sentence shows its job, and check that the introduction (GET SET) and the conclusion (RRR) mirror each other by color.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: 11(B)(i), 12(B)(i), 12(B)(ii), 12(B)(iii) • ELPS: 4(C)(ii), 4(D)(i), 4(D)(iii), 4(F)(i)

11(B)(i); 12(B)(i); 12(B)(ii); 12(B)(iii) • WRITING • Standards Sweep Teaching Deck • Sheet 24 of 36 • Module 4 • Cluster 5

This Week's Target

Sheet 24 of 36

I Will • I Can

Cluster 5 • Module 4

I WILL...

- I will give every sentence a job and a color.
- I will build a GET SET introduction (setup, bridge, thesis).
- I will match my RRR conclusion colors to my introduction.
- I will check that my opening and closing mirror each other.

I CAN...

- I can name each sentence's job by its color.
- I can write a GET SET introduction.
- I can mirror the introduction with an RRR conclusion.
- I can color-code a full ECR paper.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is our target for the week -- what I will do, and what that lets me do."

▶ *Read each I WILL statement, pausing so students can picture themselves doing it.*

"I will give every sentence a job and a color."

"I will build a GET SET introduction (setup, bridge, thesis)."

"I will match my RRR conclusion colors to my introduction."

"I will check that my opening and closing mirror each other."

▶ *Now flip to the I CAN side -- these are the same statements from the student's point of view.*

"I can name each sentence's job by its color."

"I can write a GET SET introduction."

"I can mirror the introduction with an RRR conclusion."

"I can color-code a full ECR paper."

▶ *Have students echo one I CAN statement in their own words before moving on.*

ANSWER KEY: I can color-code a full ECR paper.

11(B)(i); 12(B)(i); 12(B)(ii); 12(B)(iii) · WRITING · Standards Sweep Teaching Deck · Sheet 24 of 36 · Module 4 · Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE — Foundational

TASK

In a color-coded paper, **each color means a job**. Learn the key.

MATERIAL

- BLUE = setup / reflect (the wide idea)
- YELLOW = bridge / refer (the link to evidence)
- GREEN = thesis / restate (the exact main point)

YOUR TURN

Name the job of a GREEN sentence. Then name the job of a BLUE sentence.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Every Sentence Has a Job

🕒 ~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's warm up our writer's eyes. Every Sentence Has a Job.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Foundational-level evidence -- match your support to that level, no more, no less.

11(B)(i); 12(B)(i); 12(B)(ii); 12(B)(iii) • WRITING • Standards Sweep Teaching Deck • Sheet 24 of 36 • Module 4 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today. Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

CHOOSE — Emergent**TASK**

Each colored sentence lives in the **introduction (GET SET)** or the **conclusion (RRR)**. Sort them.

MATERIAL

Sentence 1 (GREEN): “Ford and Walton were important because they made life more affordable.” — thesis

Sentence 2 (BLUE): “Their ideas remind us that one person can help many.” — reflect

YOUR TURN

Write INTRO or CONCLUSION beside each sentence. Say which R or GET SET part it is.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Intro or Conclusion?

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.*

11(B)(i); 12(B)(i); 12(B)(ii); 12(B)(iii) • WRITING • Standards Sweep Teaching Deck • Sheet 24 of 36 • Module 4 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

“What if I'm not sure?” Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: ‘How do you know that one fits?’

 SHOW — Visible**TASK**

Match the intro thesis to the conclusion restate — they share a color.

MATERIAL

Intro (GREEN thesis): “Ford and Walton made everyday life more affordable.”

Conclusion (GREEN restate): “Both men changed daily life by lowering the cost of what families needed.”

 YOUR TURN

Draw a line between the two GREEN sentences. Explain how they say the same idea in new words.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible •
Mirror the Colors ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.

11(B)(i); 12(B)(i); 12(B)(ii); 12(B)(iii) • WRITING • Standards Sweep
Teaching Deck • Sheet 24 of 36 • Module 4 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence.
Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN — Independent

TASK

Color-code your own introduction and conclusion sentences by their job.

MATERIAL

Intro: setup = _____ (BLUE) · bridge = _____ (YELLOW) · thesis = _____ (GREEN)

Conclusion: restate = _____ (GREEN) · refer = _____ (YELLOW) · reflect = _____ (BLUE)



YOUR TURN

Write one sentence for each color slot. Then color or label each sentence.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · OWN ·
Independent · Color Your Paper

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.

11(B)(i); 12(B)(i); 12(B)(ii); 12(B)(iii) · WRITING · Standards Sweep
Teaching Deck · Sheet 24 of 36 · Module 4 · Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND — Reflective

TASK

Prove your introduction and conclusion mirror each other by color.



YOUR TURN

Finish it out loud: “My introduction and conclusion mirror because _____.”

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Prove It Mirrors

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.*

11(B)(i); 12(B)(i); 12(B)(ii); 12(B)(iii) • WRITING • Standards Sweep Teaching Deck • Sheet 24 of 36 • Module 4 • Cluster 5

CHECK FOR UNDERSTANDING

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COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes -- note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

GREEN = the thesis at the start and the restate at the end (the exact main point). BLUE = the wide setup at the start and the reflect at the end (the big idea).



CHOOSE

Emergent

Sentence 1 = INTRO (the GREEN thesis, the 'T' of GET SET). Sentence 2 = CONCLUSION (the BLUE reflect, the last R of RRR).



SHOW

Visible

Both sentences are GREEN because both carry the main point. The restate says the same idea as the thesis using new words, so the opening and closing mirror each other.



OWN

Independent

Sample intro — setup (BLUE): Some people change the world with a simple idea. bridge (YELLOW): Two passages describe such people. thesis (GREEN): Ford and Walton made everyday life more affordable. Conclusion mirrors those colors with restate/refer/reflect.



DEFEND

Reflective

My introduction and conclusion mirror because the GREEN thesis and GREEN restate carry the same main point, the YELLOW bridge and YELLOW refer both point to the evidence, and the BLUE setup and BLUE reflect both hold the wide idea — so the paper opens and closes on the same colors.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

" = say word-for-word • = teacher direction (do not read aloud)

"Let's see the whole climb at once -- how this idea grows from noticing all the way to defending."

• Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE -- Foundational: GREEN = the thesis at the start and the restate at the end (the exact main point). BLUE = the wide: setup at the start and the reflect at the end (the big idea)."

"CHOOSE -- Emergent: Sentence 1 = INTRO (the GREEN thesis, the 'T' of GET SET). Sentence 2 = CONCLUSION (the: BLUE reflect, the last R of RRR)."

"SHOW -- Visible: Both sentences are GREEN because both carry the main point. The restate says the same idea as: the thesis using new words, so the opening and closing mirror each other."

"OWN -- Independent: Sample intro — setup (BLUE): Some people change the world with a simple idea. bridge (YELLOW): Two passages describe such people. thesis (GREEN): Ford and Walton made everyday life more: affordable. Conclusion mirrors those colors with restate/refer/reflect."

"DEFEND -- Reflective: My introduction and conclusion mirror because the GREEN thesis and GREEN restate carry the same main point, the YELLOW bridge and YELLOW refer both point to the evidence, and the BLUE: setup and BLUE reflect both hold the wide idea — so the paper opens and closes on the same colors."

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: Sample intro — setup (BLUE): Some people change the world with a simple idea. bridge (YELLOW): • DEFEND: My introduction and conclusion mirror because the GREEN thesis and GREEN restate carry the

11(B)(i); 12(B)(i); 12(B)(ii); 12(B)(iii) • WRITING • Standards Sweep Teaching Deck • Sheet 24 of 36 • Module 4 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening -- emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No -- most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map -- use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Write an introduction (GET SET: setup, bridge, thesis) and a conclusion (RRR: restate, refer, reflect) for the Ford/Walton paper. Label each sentence with its color and job.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is your own writing job -- and once you can handle it, you are in control of your own writing, not just following along.”

“Write an introduction (GET SET: setup, bridge, thesis) and a conclusion (RRR: restate, refer, reflect) for the Ford/Walton paper.”

- ▶ Remind students of the scope: Label each sentence with its color and job.
- ▶ Give quiet writing/thinking time. Do not reveal the rubric yet -- this is each student's independent application.

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(B)(i); 12(B)(i); 12(B)(ii); 12(B)(iii) · WRITING · Standards Sweep Teaching Deck · Sheet 24 of 36 · Module 4 · Cluster 5

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move -- redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason -- that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short -- that pushes toward Reflective.

MODEL ANSWER

Intro — Setup (BLUE): A single idea can change how millions of people live. Bridge (YELLOW): Two passages describe men who did just that. Thesis (GREEN): Henry Ford and Sam Walton were important because they made everyday life more affordable. Conclusion — Restate (GREEN): Both men changed daily life by lowering the cost of what families needed. Refer (YELLOW): The Model T and Walmart's low prices show it. Reflect (BLUE): Their stories remind us that one person's idea can help many.



NOTICE

Foundational

Colors a few sentences, but the jobs do not match the colors.



CHOOSE

Emergent

Colors the introduction correctly (setup, bridge, thesis).



SHOW

Visible

Colors both the introduction and the conclusion correctly.



OWN

Independent

Colors both AND the thesis and restate mirror in green.



DEFEND

Reflective

Explains how all three color pairs mirror — green, yellow, and blue open and close the paper.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · How Do We Measure the Level of Thinking?

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“NOTICE -- Foundational: Colors a few sentences, but the jobs do not match the colors.”

“CHOOSE -- Emergent: Colors the introduction correctly (setup, bridge, thesis).”

“SHOW -- Visible: Colors both the introduction and the conclusion correctly.”

“OWN -- Independent: Colors both AND the thesis and restate mirror in green.”

“DEFEND -- Reflective: Explains how all three color pairs mirror — green, yellow, and blue open and close the paper.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Colors a few sentences, but the jobs do not match the colors. · CHOOSE: Colors the introduction correctly (setup, bridge, thesis). · SHOW: Colors both the introduction and the conclusion correctly. · OWN: Colors both AND the thesis and restate mirror in green. · DEFEND: Explains how all three color pairs mirror — green, yellow, and blue open and close the paper.

11(B)(i); 12(B)(i); 12(B)(ii); 12(B)(iii) · WRITING · Standards Sweep Teaching Deck · Sheet 24 of 36 · Module 4 · Cluster 5

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work -- students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Writing Claims for Argumentative Prompts

STUDENT LEARNING OBJECTIVE

Students will write an argumentative claim that states a decision and gives reasons — a claim is a decision + because + reasons.

TEKS — Writing Process & Writing Genre

- 11(B)(i)** Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure.
- 12(C)(i)** Compose argumentative texts, including opinion essays, using a clear central idea (claim).
- 12(C)(ii)** Compose argumentative texts, including opinion essays, using genre characteristics.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(D)(iii)** (Connecting Words) Write using a variety of grade-appropriate connecting words.
- 4(E)(i)** (Edit for Standards) Edit writing for standard grammar and usage.
- 4(F)(i)** (Purposeful Writing) Write to persuade with detail in the content areas.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Think about the last time you had to decide how to tell someone something -- a story, an explanation, an opinion. Writers make that same choice every time they pick up a pencil.”

▶ *Let a student or two share, then bring their attention to today's title on the board.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write an argumentative claim that states a decision and gives reasons — a claim is a decision + because + reasons.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

ANSWER KEY: Objective: Students will write an argumentative claim that states a decision and gives reasons — a claim is a decision + because + reasons.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: 11(B)(i), 12(C)(i), 12(C)(ii) • ELPS: 4(C)(ii), 4(D)(iii), 4(E)(i), 4(F)(i)

11(B)(i); 12(C)(i); 12(C)(ii) • WRITING • Standards Sweep Teaching Deck
• Sheet 25 of 36 • Module 1 • Cluster 6

I WILL...

- I will find the decision a prompt asks me to make.
- I will state my decision clearly as a position.
- I will add the word because and give my reasons.
- I will write a full claim, not just an opinion.

I CAN...

- I can find the decision words in a prompt (should, whether, if).
- I can tell a claim from a plain opinion.
- I can write a claim with a decision and reasons.
- I can declare the WHY behind my position.

TEACHER SAYS & DOES • SLIDE 2 OF 10 • This Week's Target • I Will / I Can

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here is our target for the week -- what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will find the decision a prompt asks me to make."

"I will state my decision clearly as a position."

"I will add the word because and give my reasons."

"I will write a full claim, not just an opinion."

▶ Now flip to the I CAN side -- these are the same statements from the student's point of view.

"I can find the decision words in a prompt (should, whether, if)."

"I can tell a claim from a plain opinion."

"I can write a claim with a decision and reasons."

"I can declare the WHY behind my position."

▶ Have students echo one I CAN statement in their own words before moving on.

ANSWER KEY: I can declare the WHY behind my position.

11(B)(i); 12(C)(i); 12(C)(ii) • WRITING • Standards Sweep Teaching Deck
• Sheet 25 of 36 • Module 1 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

 NOTICE — Foundational**TASK**

An argument answers a **decision**. Find the word that signals one.

MATERIAL

Decision words: should • whether • if

Prompt: “Explain IF Amina SHOULD have told the truth about breaking the jar.”

 YOUR TURN

Circle the decision words in the prompt. Say the decision you must make.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Spot the Decision ~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's warm up our writer's eyes. Spot the Decision.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Foundational-level evidence -- match your support to that level, no more, no less.

11(B)(i); 12(C)(i); 12(C)(ii) • WRITING • Standards Sweep Teaching Deck
• Sheet 25 of 36 • Module 1 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

Claim or Not a Claim?

Sheet 25 of 36

CHOOSE • Emergent thinking

Cluster 6 • Module 1

CHOOSE — Emergent

TASK

A **claim** = a **decision** + **because** + **reasons**. Choose the one that is a real claim.

MATERIAL

Sentence A: "Telling the truth is nice."

Sentence B: "Amina should have told the truth because honesty builds trust."

YOUR TURN

Circle the real claim. Tell a partner what makes the other one only an opinion.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Claim or Not a Claim?

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.

11(B)(i); 12(C)(i); 12(C)(ii) • WRITING • Standards Sweep Teaching Deck
• Sheet 25 of 36 • Module 1 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'

Build a Claim

Sheet 25 of 36

SHOW • Visible thinking

Cluster 6 • Module 1

SHOW — Visible

TASK

Write one claim using the formula: decision + because + reasons.

MATERIAL

Frame: “Amina should _____ because _____, _____, and _____.”

Reason ideas from the passage: honesty builds trust • shows responsibility • helps fix the problem

YOUR TURN

Fill the frame with a decision and three reasons. Read your claim aloud.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Build a Claim

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.

11(B)(i); 12(C)(i); 12(C)(ii) • WRITING • Standards Sweep Teaching Deck
• Sheet 25 of 36 • Module 1 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence.
Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN — Independent

TASK

Write your own claim for a new decision.

MATERIAL

Prompt: Should Maya go back to feed Rusty at the shelter?

Frame: “Maya should _____ because _____, _____, and _____.”



YOUR TURN

Write a full claim with your decision and three reasons. Then read it to a partner.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN •
Independent • Your Own Claim

🕒 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you.”

“ ”

▶ Show or read the example:

“ ”

▶ Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.

11(B)(i); 12(C)(i); 12(C)(ii) • WRITING • Standards Sweep Teaching Deck
• Sheet 25 of 36 • Module 1 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND — Reflective

TASK

Prove your claim declares the WHY, not just a feeling.



YOUR TURN

Finish it out loud: “My claim is strong because it declares WHY: _____.”

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Declare the WHY

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.*

11(B)(i); 12(C)(i); 12(C)(ii) • WRITING • Standards Sweep Teaching Deck
• Sheet 25 of 36 • Module 1 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes -- note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

The decision words are “if” and “should.” The decision is: did Amina do the right thing by telling the truth — yes or no?



CHOOSE

Emergent

Sentence B is the claim — it makes a decision (should) and gives a reason (because honesty builds trust). Sentence A is just an opinion with no decision and no because.



SHOW

Visible

Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve the problem.



OWN

Independent

Sample — Maya should go back to feed Rusty because she made a promise, animals depend on her, and a good citizen keeps her word.



DEFEND

Reflective

My claim is strong because it declares WHY — it does not just say what I feel; it gives clear reasons a reader can follow: if you have to decide, you must declare the why.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Thinking-Levels Chart · WRITING · Standards Sweep Teaching Deck

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's see the whole climb at once -- how this idea grows from noticing all the way to defending.”

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

“NOTICE -- Foundational: The decision words are “if” and “should.” The decision is: did Amina do the right thing by telling the: truth — yes or no?”

“CHOOSE -- Emergent: Sentence B is the claim — it makes a decision (should) and gives a reason (because honesty builds: trust). Sentence A is just an opinion with no decision and no because.”

“SHOW -- Visible: Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve: the problem.”

“OWN -- Independent: Sample — Maya should go back to feed Rusty because she made a promise, animals depend on her; and a good citizen keeps her word.”

“DEFEND -- Reflective: My claim is strong because it declares WHY — it does not just say what I feel; it gives clear reasons a: reader can follow: if you have to decide, you must declare the why.”

ANSWER KEY: NOTICE: · CHOOSE: · SHOW: · OWN: · DEFEND:

11(B)(i); 12(C)(i); 12(C)(ii) · WRITING · Standards Sweep Teaching Deck
· Sheet 25 of 36 · Module 1 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening -- emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

“Do I have to be at DEFEND today?” No -- most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map -- use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Explain if Amina should have told the truth about breaking the jar. Write a claim that states your decision and gives your reasons.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is your own writing job -- and once you can handle it, you are in control of your own writing, not just following along.”

“Explain if Amina should have told the truth about breaking the jar.”

▶ *Remind students of the scope: Write a claim that states your decision and gives your reasons.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet -- this is each student's independent application.*

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(B)(i); 12(C)(i); 12(C)(ii) • WRITING • Standards Sweep Teaching Deck
• Sheet 25 of 36 • Module 1 • Cluster 6

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move -- redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason -- that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short -- that pushes toward Reflective.

MODEL ANSWER

Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems.



NOTICE

Foundational

Gives a feeling or opinion with no decision.



CHOOSE

Emergent

States a decision, but gives no because or reasons.



SHOW

Visible

States a decision with because and one reason.



OWN

Independent

Writes a full claim: decision + because + two or three reasons.



DEFEND

Reflective

Explains why declaring the reasons makes an argument fair and clear for a reader.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · How Do We Measure the Level of Thinking?

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“NOTICE -- Foundational: Gives a feeling or opinion with no decision.”

“CHOOSE -- Emergent: States a decision, but gives no because or reasons.”

“SHOW -- Visible: States a decision with because and one reason.”

“OWN -- Independent: Writes a full claim: decision + because + two or three reasons.”

“DEFEND -- Reflective: Explains why declaring the reasons makes an argument fair and clear for a reader.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Gives a feeling or opinion with no decision. · CHOOSE: States a decision, but gives no because or reasons. · SHOW: States a decision with because and one reason. · OWN: Writes a full claim: decision + because + two or three reasons. · DEFEND: Explains why declaring the reasons makes an argument fair and clear for a reader.

11(B)(i); 12(C)(i); 12(C)(ii) · WRITING · Standards Sweep Teaching Deck
· Sheet 25 of 36 · Module 1 · Cluster 6

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work -- students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Supporting Claims with Reasons — The Magnifying Process

STUDENT LEARNING OBJECTIVE

Students will use the Magnifying Process — brainstorm, group, narrow, and choose — to turn many reasons into three strong, different reasons that become topic sentences.

TEKS — Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(C)(i)** Compose argumentative texts, including opinion essays, using a clear central idea (claim).
- 12(C)(ii)** Compose argumentative texts, including opinion essays, using genre characteristics.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(D)(iii)** (Connecting Words) Write using a variety of grade-appropriate connecting words.
- 4(E)(i)** (Edit for Standards) Edit writing for standard grammar and usage.
- 4(F)(i)** (Purposeful Writing) Write to persuade with detail in the content areas.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Every year from now on, someone is going to hand you a writing job and expect you to know what to do with it. Today we build the skill that makes that easy.”

▶ *Pause briefly, then reveal today's title and objective.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will use the Magnifying Process — brainstorm, group, narrow, and choose — to turn many reasons into three strong, different reasons that become topic sentences.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

ANSWER KEY: Objective: Students will use the Magnifying Process — brainstorm, group, narrow, and choose — to turn many reasons into three strong, different reasons that become topic sentences.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: 11(B)(iii), 12(C)(i), 12(C)(ii) • ELPS: 4(C)(ii), 4(D)(iii), 4(E)(i), 4(F)(i)

11(B)(iii); 12(C)(i); 12(C)(ii) • WRITING • Standards Sweep Teaching Deck • Sheet 26 of 36 • Module 2 • Cluster 6

This Week's Target

Sheet 26 of 36

I Will • I Can

Cluster 6 • Module 2

I WILL...

- I will brainstorm many possible reasons for my claim.
- I will group reasons that belong together.
- I will narrow each group to one strong idea.
- I will choose my three strongest, different reasons.

I CAN...

- I can brainstorm reasons for a position.
- I can group similar reasons together.
- I can narrow a group to its strongest reason.
- I can pick three different reasons as topic sentences.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is our target for the week -- what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will brainstorm many possible reasons for my claim."

"I will group reasons that belong together."

"I will narrow each group to one strong idea."

"I will choose my three strongest, different reasons."

▶ Now flip to the I CAN side -- these are the same statements from the student's point of view.

"I can brainstorm reasons for a position."

"I can group similar reasons together."

"I can narrow a group to its strongest reason."

"I can pick three different reasons as topic sentences."

▶ Have students echo one I CAN statement in their own words before moving on.

ANSWER KEY: I can pick three different reasons as topic sentences.

11(B)(iii); 12(C)(i); 12(C)(ii) · WRITING · Standards Sweep Teaching Deck · Sheet 26 of 36 · Module 2 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE — Foundational**TASK**

Layer 1 of the Magnifying Process is **brainstorm**. More reasons first, best reasons later.

MATERIAL

Claim: Amina should have told the truth.

Reasons pile: honesty • it was an accident • trust • fear • responsibility • fixing the plant • feeling guilty

YOUR TURN

Read the pile aloud. Add one more reason of your own that supports the claim.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Brainstorm Many Reasons

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's warm up our writer's eyes. Brainstorm Many Reasons.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Foundational-level evidence -- match your support to that level, no more, no less.

11(B)(iii); 12(C)(i); 12(C)(ii) • WRITING • Standards Sweep Teaching Deck • Sheet 26 of 36 • Module 2 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

CHOOSE — Emergent

TASK

Layer 2 is **group**. Put reasons that belong together into the same family.

MATERIAL

Group idea A (Character): honesty · trust · sets an example

Group idea B (Responsibility): it was her mistake · fixing the plant · owning up

YOUR TURN

Sort two more loose reasons into Group A or Group B. Name each group in one word.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · CHOOSE · Emergent · Group the Reasons

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.

11(B)(iii); 12(C)(i); 12(C)(ii) · WRITING · Standards Sweep Teaching Deck · Sheet 26 of 36 · Module 2 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

“What if I'm not sure?” Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: ‘How do you know that one fits?’

SHOW — Visible

TASK

Layer 3 is **narrow**. Shrink each group to its **one strongest** reason.

MATERIAL

Character group → strongest: “honesty builds trust.”

Responsibility group → strongest: _____

YOUR TURN

Write the one strongest reason for the Responsibility group. Cross out the weaker ones.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Narrow to One Strong Idea

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.

11(B)(iii); 12(C)(i); 12(C)(ii) • WRITING • Standards Sweep Teaching Deck • Sheet 26 of 36 • Module 2 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN — Independent

TASK

Layer 4 is **choose**. Pick **three different** strong reasons — these become your topic sentences.

MATERIAL

Reason 1 (topic sentence): _____

Reason 2 (topic sentence): _____

Reason 3 (topic sentence): _____



YOUR TURN

Write three DIFFERENT strong reasons. Check that no two say the same thing.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Choose Your Three

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.

11(B)(iii); 12(C)(i); 12(C)(ii) • WRITING • Standards Sweep Teaching Deck • Sheet 26 of 36 • Module 2 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND — Reflective

TASK

Prove why three DIFFERENT reasons are stronger than three that repeat.



YOUR TURN

Finish it out loud: “Three different reasons make my argument stronger because _____.”

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Why Three Different Reasons?

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.

11(B)(iii); 12(C)(i); 12(C)(ii) • WRITING • Standards Sweep Teaching Deck • Sheet 26 of 36 • Module 2 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes -- note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

In Layer 1 you collect MANY reasons without judging them yet — honesty, trust, responsibility, fixing the problem, and more. A good added reason: “telling the truth sets a good example.”



CHOOSE

Emergent

Grouping puts similar reasons together: A = Character (honesty, trust, example), B = Responsibility (mistake, fix, own up). Naming each group makes the next layers easier.



SHOW

Visible

Narrowing keeps only the strongest reason per group. Responsibility group → strongest: “telling the truth shows she takes responsibility for her mistake.”



OWN

Independent

Sample three topic sentences: (1) Honesty builds trust. (2) Telling the truth shows responsibility. (3) The truth helps solve the problem. Three different reasons, no repeats.



DEFEND

Reflective

Three different reasons make my argument stronger because each one adds new proof; if they all said the same thing, the reader would only have one reason, not three.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's see the whole climb at once -- how this idea grows from noticing all the way to defending.”

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

“NOTICE -- Foundational: In Layer 1 you collect MANY reasons without judging them yet — honesty, trust, responsibility, fixing: the problem, and more. A good added reason: “telling the truth sets a good example.””

“CHOOSE -- Emergent: Grouping puts similar reasons together: A = Character (honesty, trust, example), B = Responsibility: (mistake, fix, own up). Naming each group makes the next layers easier.”

“SHOW -- Visible: Narrowing keeps only the strongest reason per group. Responsibility group → strongest: “telling the: truth shows she takes responsibility for her mistake.””

“OWN -- Independent: Sample three topic sentences: (1) Honesty builds trust. (2) Telling the truth shows responsibility. (3): the truth helps solve the problem. Three different reasons, no repeats.”

“DEFEND -- Reflective: Three different reasons make my argument stronger because each one adds new proof; if they all: said the same thing, the reader would only have one reason, not three.”

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: • DEFEND:

11(B)(iii); 12(C)(i); 12(C)(ii) • WRITING • Standards Sweep Teaching Deck • Sheet 26 of 36 • Module 2 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening -- emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

“Do I have to be at DEFEND today?” No -- most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map -- use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Support the claim “Amina should have told the truth” with three different reasons. Use the Magnifying Process to choose your best three.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is your own writing job -- and once you can handle it, you are in control of your own writing, not just following along.”

“Support the claim ‘Amina should have told the truth’ with three different reasons.”

▶ *Remind students of the scope: Use the Magnifying Process to choose your best three.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet -- this is each student's independent application.*

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(B)(iii); 12(C)(i); 12(C)(ii) · WRITING · Standards Sweep Teaching Deck · Sheet 26 of 36 · Module 2 · Cluster 6

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move -- redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason -- that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short -- that pushes toward Reflective.

MODEL ANSWER

Amina should have told the truth for three reasons. First, honesty builds trust between Amina and her class. Second, telling the truth shows she takes responsibility for her mistake. Third, the truth helps solve the problem so the broken jar can be fixed.



NOTICE
Foundational

Lists reasons but they repeat or wander off the claim.



CHOOSE
Emergent

Gives reasons, but they are not grouped or narrowed.



SHOW
Visible

Chooses three reasons, though two are nearly the same.



OWN
Independent

Chooses three strong, DIFFERENT reasons as topic sentences.



DEFEND
Reflective

Explains why varied reasons build a stronger, fairer argument.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · How Do We Measure the Level of Thinking?

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“NOTICE -- Foundational: Lists reasons but they repeat or wander off the claim.”

“CHOOSE -- Emergent: Gives reasons, but they are not grouped or narrowed.”

“SHOW -- Visible: Chooses three reasons, though two are nearly the same.”

“OWN -- Independent: Chooses three strong, DIFFERENT reasons as topic sentences.”

“DEFEND -- Reflective: Explains why varied reasons build a stronger, fairer argument.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Lists reasons but they repeat or wander off the claim. · CHOOSE: Gives reasons, but they are not grouped or narrowed. · SHOW: Chooses three reasons, though two are nearly the same. · OWN: Chooses three strong, DIFFERENT reasons as topic sentences. · DEFEND: Explains why varied reasons build a stronger, fairer argument.

11(B)(iii); 12(C)(i); 12(C)(ii) · WRITING · Standards Sweep Teaching Deck · Sheet 26 of 36 · Module 2 · Cluster 6

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work -- students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Completing the Argumentative Paper with CREATURES

STUDENT LEARNING OBJECTIVE

Students will complete a full argumentative paper using CREATURES, including understanding the other side (counterargument) and answering it respectfully (rebuttal) before ending with significance.

TEKS — Writing Process & Writing Genre

- 11(B)(ii)** Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion.
- 12(C)(i)** Compose argumentative texts, including opinion essays, using a clear central idea (claim).
- 12(C)(ii)** Compose argumentative texts, including opinion essays, using genre characteristics.
- 12(C)(iii)** Compose argumentative texts, including opinion essays, using craft.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(D)(iii)** (Connecting Words) Write using a variety of grade-appropriate connecting words.
- 4(E)(i)** (Edit for Standards) Edit writing for standard grammar and usage.
- 4(F)(i)** (Purposeful Writing) Write to persuade with detail in the content areas.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Watch me for a second.”

▶ Write a mismatched example on the board (e.g., a to-do list written as a poem, or a narrative moment written as a set of instructions) and let students notice it feels wrong before you name why.

“Today's writing job is wRITING • Standards Sweep Teaching Deck. Here is our objective: Students will complete a full argumentative paper using CREATURES, including understanding the other side (counterargument) and answering it respectfully (rebuttal) before ending with significance.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

ANSWER KEY: Objective: Students will complete a full argumentative paper using CREATURES, including understanding the other side (counterargument) and answering it respectfully (rebuttal) before ending with significance.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: 11(B)(ii), 12(C)(i), 12(C)(ii), 12(C)(iii) • ELPS: 4(C)(ii), 4(D)(iii), 4(E)(i), 4(F)(i)

11(B)(ii); 12(C)(i); 12(C)(ii); 12(C)(iii) • WRITING • Standards Sweep Teaching Deck • Sheet 27 of 36 • Module 3 • Cluster 6

I WILL...

- I will state my claim and give my reasons with evidence.
- I will show I understand the other side's view.
- I will answer the other side and return to my claim.
- I will end by telling why my argument matters.

I CAN...

- I can support each reason with text evidence.
- I can write a fair counterargument (understand others).
- I can write a respectful rebuttal.
- I can end with the significance of my argument.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is our target for the week -- what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will state my claim and give my reasons with evidence."

"I will show I understand the other side's view."

"I will answer the other side and return to my claim."

"I will end by telling why my argument matters."

▶ Now flip to the I CAN side -- these are the same statements from the student's point of view.

"I can support each reason with text evidence."

"I can write a fair counterargument (understand others)."

"I can write a respectful rebuttal."

"I can end with the significance of my argument."

▶ Have students echo one I CAN statement in their own words before moving on.

ANSWER KEY: I can end with the significance of my argument.

11(B)(ii); 12(C)(i); 12(C)(ii); 12(C)(iii) · WRITING · Standards Sweep Teaching Deck · Sheet 27 of 36 · Module 3 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

 NOTICE — Foundational**TASK**

A strong argument shows it **understands the other side**. Find that sentence.

MATERIAL

Sentence A: “Amina should have told the truth because honesty builds trust.”

Sentence B: “Some people might say it was only an accident, so it did not matter.”

 YOUR TURN

Point to the sentence that gives the OTHER side's view. Say which CREATURES letter it is.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Spot the Other Side ~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's warm up our writer's eyes. Spot the Other Side.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Foundational-level evidence -- match your support to that level, no more, no less.

11(B)(ii); 12(C)(i); 12(C)(ii); 12(C)(iii) • WRITING • Standards Sweep Teaching Deck • Sheet 27 of 36 • Module 3 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

CHOOSE — Emergent**TASK**

Label each sentence: **Evidence** (proof for my claim) or **Rebuttal** (answering the other side).

MATERIAL

Sentence 1: “The story says Amina decided to tell her teacher what happened.”

Sentence 2: “Even if it was an accident, telling the truth still shows responsibility.”

YOUR TURN

Write E (Evidence) or R (Rebuttal) beside each. Say the clue word that told you.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Evidence or Rebuttal?

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.*

11(B)(ii); 12(C)(i); 12(C)(ii); 12(C)(iii) • WRITING • Standards Sweep Teaching Deck • Sheet 27 of 36 • Module 3 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

“What if I'm not sure?” Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: ‘How do you know that one fits?’

SHOW — Visible

TASK

Write a rebuttal that respectfully answers the other side and returns to your claim.

MATERIAL

Counterargument: “Some might say it was only an accident.”

Frame: “Even though _____, Amina still _____ because _____.”

YOUR TURN

Complete the rebuttal frame. Keep it respectful, then return to your claim.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Answer the Other Side

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.

11(B)(ii); 12(C)(i); 12(C)(ii); 12(C)(iii) • WRITING • Standards Sweep Teaching Deck • Sheet 27 of 36 • Module 3 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN — Independent

TASK

Fill the key parts of the argument path: Claim → Reasons+Evidence → Understand/Rebut → End+Significance.

MATERIAL

Claim: _____ · One reason + evidence: _____
Other side: _____ · Rebuttal: _____ · Why it matters: _____



YOUR TURN

Write one line for each part. Then read your argument in order.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · OWN · Independent · Build Your CREATURES Argument

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.

11(B)(ii); 12(C)(i); 12(C)(ii); 12(C)(iii) · WRITING · Standards Sweep Teaching Deck · Sheet 27 of 36 · Module 3 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND — Reflective

TASK

Prove why understanding and answering the other side makes an argument stronger.



YOUR TURN

Finish it out loud: “Answering the other side makes my argument stronger because _____.”

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Why Answer the Other Side?

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.

11(B)(ii); 12(C)(i); 12(C)(ii); 12(C)(iii) • WRITING • Standards Sweep Teaching Deck • Sheet 27 of 36 • Module 3 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes -- note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

Sentence B shows the other side (“some people might say...”). In CREATURES this is U — Understanding Others (the counterargument). Sentence A is the writer’s own claim.



CHOOSE

Emergent

Sentence 1 = E Evidence (proof from the text). Sentence 2 = R Rebuttal (it answers the “only an accident” argument with “even if...”, then returns to the claim).



SHOW

Visible

Even though it was an accident, Amina still needed to tell the truth because being honest about a mistake is what keeps her classmates’ trust.



OWN

Independent

Sample — Claim: Amina should have told the truth. Reason+Evidence: honesty builds trust; the story shows she told her teacher. Other side: some say it was an accident. Rebuttal: even so, honesty about mistakes keeps trust. Why it matters: honest people build classrooms and communities others can rely on.



DEFEND

Reflective

Answering the other side makes my argument stronger because it shows I thought about both views fairly, and a reader trusts a writer who is fair and still has good reasons to stand on.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Thinking-Levels Chart · WRITING · Standards Sweep Teaching Deck

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s see the whole climb at once -- how this idea grows from noticing all the way to defending.”

▶ Walk the chart top to bottom, reading each level’s sentence and question, and pointing to where the class has already been today.

“NOTICE -- Foundational: Sentence B shows the other side (“some people might say...”). In CREATURES this is U —: understanding Others (the counterargument). Sentence A is the writer’s own claim.”

“CHOOSE -- Emergent: Sentence 1 = E Evidence (proof from the text). Sentence 2 = R Rebuttal (it answers the “only an: accident” argument with “even if...”, then returns to the claim).”

“SHOW -- Visible: Even though it was an accident, Amina still needed to tell the truth because being honest about a: mistake is what keeps her classmates’ trust.”

“OWN -- Independent: Sample — Claim: Amina should have told the truth. Reason+Evidence: honesty builds trust; the story shows she told her teacher. Other side: some say it was an accident. Rebuttal: even so, honesty about mistakes keeps trust. Why it matters: honest people build classrooms and communities others: can rely on.”

“DEFEND -- Reflective: Answering the other side makes my argument stronger because it shows I thought about both views: fairly, and a reader trusts a writer who is fair and still has good reasons to stand on.”

ANSWER KEY: NOTICE: · CHOOSE: · SHOW: · OWN: Sample — Claim: Amina should have told the truth. Reason+Evidence: honesty builds trust; the story shows she told her teacher. Other side: some say it was an accident. Rebuttal: even so, honesty · DEFEND:

11(B)(ii); 12(C)(i); 12(C)(ii); 12(C)(iii) · WRITING · Standards Sweep Teaching Deck · Sheet 27 of 36 · Module 3 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening -- emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

“Do I have to be at DEFEND today?” No -- most students land somewhere in the middle; the chart shows the whole ladder, not today’s finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map -- use it to place each student’s current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Write a complete argument (CREATURES) explaining whether Amina should have told the truth. Include your claim, reasons with evidence, the other side, a rebuttal, and why it matters.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is your own writing job -- and once you can handle it, you are in control of your own writing, not just following along.”

“Write a complete argument (CREATURES) explaining whether Amina should have told the truth.”

▶ *Remind students of the scope: Include your claim, reasons with evidence, the other side, a rebuttal, and why it matters.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet -- this is each student's independent application.*

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(B)(ii); 12(C)(i); 12(C)(ii); 12(C)(iii) · WRITING · Standards Sweep Teaching Deck · Sheet 27 of 36 · Module 3 · Cluster 6

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move -- redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason -- that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short -- that pushes toward Reflective.

MODEL ANSWER

Amina should have told the truth because honesty builds trust and shows responsibility. The story shows she decided to tell her teacher what happened. Some people might say it was only an accident, so it did not matter. Even so, telling the truth about a mistake is what keeps her classmates' trust. This matters because honest people build classrooms and communities others can depend on.



NOTICE

Foundational

States a claim with no evidence or other side.



CHOOSE

Emergent

Gives reasons and evidence, but no counterargument.



SHOW

Visible

Adds the other side, but does not answer it.



OWN

Independent

Includes a fair counterargument AND a respectful rebuttal that returns to the claim.



DEFEND

Reflective

Ends with significance — why the argument matters beyond this one story.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · How Do We Measure the Level of Thinking?

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“NOTICE -- Foundational: States a claim with no evidence or other side.”

“CHOOSE -- Emergent: Gives reasons and evidence, but no counterargument.”

“SHOW -- Visible: Adds the other side, but does not answer it.”

“OWN -- Independent: Includes a fair counterargument AND a respectful rebuttal that returns to the claim.”

“DEFEND -- Reflective: Ends with significance — why the argument matters beyond this one story.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: States a claim with no evidence or other side. · CHOOSE: Gives reasons and evidence, but no counterargument. · SHOW: Adds the other side, but does not answer it. · OWN: Includes a fair counterargument AND a respectful rebuttal that returns to the claim. · DEFEND: Ends with significance — why the argument matters beyond this one story.

11(B)(ii); 12(C)(i); 12(C)(ii); 12(C)(iii) · WRITING · Standards Sweep Teaching Deck · Sheet 27 of 36 · Module 3 · Cluster 6

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work -- students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Argumentative Correspondence — The Persuasive Letter

STUDENT LEARNING OBJECTIVE

Students will deliver an argument as a persuasive letter — Greeting, SET introduction, TREES body, RRR conclusion, and Closing — changing the format and audience while keeping the argument the same.

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, transitions, and a conclusion.
- 12(C)(i)** Compose argumentative texts, including opinion essays, using a clear central idea (claim).
- 12(D)(i)** Compose correspondence, such as thank-you notes or letters.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(D)(iii)** (Connecting Words) Write using a variety of grade-appropriate connecting words.
- 4(E)(i)** (Edit for Standards) Edit writing for standard grammar and usage.
- 4(F)(i)** (Purposeful Writing) Write to persuade with detail in the content areas.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

~2 min

11(B)(i); 12(C)(i); 12(D)(i) • WRITING • Standards Sweep Teaching Deck • Sheet 28 of 36 • Module 4 • Cluster 6

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Raise your hand if you have ever started writing something and then realized halfway through that it was not quite working. That happens to real writers all the time.”

▶ *Let students share a quick example, then bring their attention to today's title.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will deliver an argument as a persuasive letter — Greeting, SET introduction, TREES body, RRR conclusion, and Closing — changing the format and audience while keeping the argument the same.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

ANSWER KEY: Objective: Students will deliver an argument as a persuasive letter — Greeting, SET introduction, TREES body, RRR conclusion, and Closing — changing the format and audience while keeping the argument the same.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: 11(B)(i), 12(C)(i), 12(D)(i) • ELPS: 4(C)(ii), 4(D)(iii), 4(E)(i), 4(F)(i)

I WILL...

- I will add a greeting and a closing to my argument.
- I will open with a SET introduction (purpose, bridge, claim).
- I will keep my reasons and evidence in the TREES body.
- I will close with an RRR conclusion for my reader.

I CAN...

- I can name the parts of a friendly letter.
- I can keep my argument the same in a new format.
- I can write a SET introduction for a letter.
- I can write a persuasive letter to a real audience.

TEACHER SAYS & DOES • SLIDE 2 OF 10 • This Week's Target • I Will / I Can

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here is our target for the week -- what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will add a greeting and a closing to my argument."

"I will open with a SET introduction (purpose, bridge, claim)."

"I will keep my reasons and evidence in the TREES body."

"I will close with an RRR conclusion for my reader."

▶ Now flip to the I CAN side -- these are the same statements from the student's point of view.

"I can name the parts of a friendly letter."

"I can keep my argument the same in a new format."

"I can write a SET introduction for a letter."

"I can write a persuasive letter to a real audience."

▶ Have students echo one I CAN statement in their own words before moving on.

ANSWER KEY: I can write a persuasive letter to a real audience.

11(B)(i); 12(C)(i); 12(D)(i) • WRITING • Standards Sweep Teaching Deck • Sheet 28 of 36 • Module 4 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

 NOTICE — Foundational**TASK**

A letter adds two parts an essay does not have. **Find the greeting and the closing.**

MATERIAL

Top: “Dear Principal Ruiz,”

Bottom: “Sincerely, Amina”

 YOUR TURN

Point to the greeting and the closing. Say who the audience is.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Parts of a Letter ~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's warm up our writer's eyes. Parts of a Letter.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Foundational-level evidence -- match your support to that level, no more, no less.*

11(B)(i); 12(C)(i); 12(D)(i) • WRITING • Standards Sweep Teaching Deck • Sheet 28 of 36 • Module 4 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

CHOOSE — Emergent**TASK**

In a persuasive letter, the **argument stays the same** — only the format and audience change. Choose what changes.

MATERIAL

Option A: the claim and reasons change to fit a letter.

Option B: the claim and reasons stay; a greeting, audience, and closing are added.

YOUR TURN

Circle the true option. Tell a partner one thing that stays and one thing that changes.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Same Argument, New Format

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support."

" "

▶ *Show or read the example:*

" "

▶ *Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.*

11(B)(i); 12(C)(i); 12(D)(i) • WRITING • Standards Sweep Teaching Deck • Sheet 28 of 36 • Module 4 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'

SHOW — Visible

TASK

Write a SET introduction: Statement of purpose, Evidence bridge, Thesis (your claim).

MATERIAL

S (purpose): "I am writing to explain what Amina should do about the broken jar."

E (bridge): _____ · T (claim): _____

YOUR TURN

Finish the E bridge and the T claim so the opening leads to your position.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · SHOW · Visible · SET Introduction as a Letter Opening

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.

11(B)(i); 12(C)(i); 12(D)(i) · WRITING · Standards Sweep Teaching Deck · Sheet 28 of 36 · Module 4 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN — Independent

TASK

Build your letter frame: Greeting → SET intro → TREES body → RRR conclusion → Closing.

MATERIAL

Greeting: _____ · SET intro: _____

TREES body (reasons + evidence): _____ · RRR conclusion: _____ · Closing: _____



YOUR TURN

Write one line for each part. Keep the argument the same as before.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · OWN · Independent · Write Your Persuasive Letter

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.

11(B)(i); 12(C)(i); 12(D)(i) · WRITING · Standards Sweep Teaching Deck · Sheet 28 of 36 · Module 4 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND — Reflective

TASK

Prove why choosing a letter (audience and format) can make an argument more powerful.



YOUR TURN

Finish it out loud: “Writing my argument as a letter is powerful because _____.”

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Why Write a Letter?

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.*

11(B)(i); 12(C)(i); 12(D)(i) • WRITING • Standards Sweep Teaching Deck • Sheet 28 of 36 • Module 4 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes -- note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

Greeting = “Dear Principal Ruiz,” Closing = “Sincerely, Amina.” The audience is a real reader — the principal — so the letter must be polite and clear.



CHOOSE

Emergent

Option B is true. The claim, reasons, and evidence stay the same; what changes is the format (greeting and closing) and the audience you are writing to.



SHOW

Visible

E (bridge): The story shows a hard choice about honesty. T (claim): Amina should tell the truth because honesty builds trust, shows responsibility, and helps solve the problem.



OWN

Independent

Sample — Greeting: Dear Principal Ruiz. SET: I am writing about Amina's choice; the story shows a hard moment; Amina should tell the truth. TREES body: three reasons with evidence. RRR: restate, refer to the evidence, reflect on why honesty matters. Closing: Sincerely, Amina.



DEFEND

Reflective

Writing my argument as a letter is powerful because it speaks straight to a real reader who can act on it, and a polite, well-organized letter makes that reader more willing to agree.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Thinking-Levels Chart · WRITING · Standards Sweep Teaching Deck

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's see the whole climb at once -- how this idea grows from noticing all the way to defending.”

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

“NOTICE -- Foundational: Greeting = “Dear Principal Ruiz,” Closing = “Sincerely, Amina.” The audience is a real reader — the principal — so the letter must be polite and clear.”

“CHOOSE -- Emergent: Option B is true. The claim, reasons, and evidence stay the same; what changes is the format: (greeting and closing) and the audience you are writing to.”

“SHOW -- Visible: E (bridge): The story shows a hard choice about honesty. T (claim): Amina should tell the truth: because honesty builds trust, shows responsibility, and helps solve the problem.”

“OWN -- Independent: Sample — Greeting: Dear Principal Ruiz. SET: I am writing about Amina's choice; the story shows a hard moment; Amina should tell the truth. TREES body: three reasons with evidence. RRR: restate, refer to the evidence, reflect on why honesty matters. Closing: Sincerely, Amina.”

“DEFEND -- Reflective: Writing my argument as a letter is powerful because it speaks straight to a real reader who can act on: it, and a polite, well-organized letter makes that reader more willing to agree.”

ANSWER KEY: NOTICE: · CHOOSE: · SHOW: · OWN: Sample — Greeting: Dear Principal Ruiz. SET: I am writing about Amina's choice; the story shows a · DEFEND:

11(B)(i); 12(C)(i); 12(D)(i) · WRITING · Standards Sweep Teaching Deck · Sheet 28 of 36 · Module 4 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening -- emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

“Do I have to be at DEFEND today?” No -- most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map -- use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Write a short persuasive letter arguing whether Amina should have told the truth. Include a greeting, a SET introduction, reasons with evidence, an RRR conclusion, and a closing.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is your own writing job -- and once you can handle it, you are in control of your own writing, not just following along.”

“Write a short persuasive letter arguing whether Amina should have told the truth.”

▶ *Remind students of the scope: Include a greeting, a SET introduction, reasons with evidence, an RRR conclusion, and a closing.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet -- this is each student's independent application.*

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(B)(i); 12(C)(i); 12(D)(i) · WRITING · Standards Sweep Teaching Deck · Sheet 28 of 36 · Module 4 · Cluster 6

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move -- redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason -- that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short -- that pushes toward Reflective.

MODEL ANSWER

Dear Principal Ruiz, I am writing to explain what Amina should do about the broken jar. The story shows a hard choice, and Amina should tell the truth because honesty builds trust, shows responsibility, and helps solve the problem. The story shows she chose to tell her teacher what happened. To close: telling the truth is the right choice, the evidence proves it, and honest choices build a class everyone can trust. Sincerely, Amina.



NOTICE

Foundational

Writes an argument, but with no letter format at all.



CHOOSE

Emergent

Adds a greeting or closing, but the argument is weak or changed.



SHOW

Visible

Keeps the argument and adds a greeting and closing.



OWN

Independent

Delivers the full letter: greeting, SET intro, reasons with evidence, RRR conclusion, closing.



DEFEND

Reflective

Explains why the audience and format make the argument more persuasive.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · How Do We Measure the Level of Thinking?

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“NOTICE -- Foundational: Writes an argument, but with no letter format at all.”

“CHOOSE -- Emergent: Adds a greeting or closing, but the argument is weak or changed.”

“SHOW -- Visible: Keeps the argument and adds a greeting and closing.”

“OWN -- Independent: Delivers the full letter: greeting, SET intro, reasons with evidence, RRR conclusion, closing.”

“DEFEND -- Reflective: Explains why the audience and format make the argument more persuasive.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Writes an argument, but with no letter format at all. · CHOOSE: Adds a greeting or closing, but the argument is weak or changed. · SHOW: Keeps the argument and adds a greeting and closing. · OWN: Delivers the full letter: greeting, SET intro, reasons with evidence, RRR conclusion, closing. · DEFEND: Explains why the audience and format make the argument more persuasive.

11(B)(i); 12(C)(i); 12(D)(i) · WRITING · Standards Sweep Teaching Deck · Sheet 28 of 36 · Module 4 · Cluster 6

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work -- students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Entering the Experience — Reading Poems That Inspire

STUDENT LEARNING OBJECTIVE

Students will notice how a poem uses Lines and Layout and Emotion and Experience (the first two LEAVES), then write a four-line stanza that arranges words on purpose and communicates a feeling.

TEKS — Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(A)(i)** Compose literary texts, including personal narratives and poetry, using genre characteristics.
- 12(A)(ii)** Compose literary texts, including personal narratives and poetry, using craft.

ELPS Breakouts

- 2(E)** (Oral Explanation) Use comprehensible language to explain ideas orally with detail.
- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(D)(iii)** (Connecting Words) Write using a variety of grade-appropriate connecting words.
- 4(F)(i)** (Purposeful Writing) Write to express and describe with detail in the content areas.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

11(B)(iii); 12(A)(i); 12(A)(ii) • WRITING • Standards Sweep Teaching Deck
• Sheet 29 of 36 • Module 1 • Cluster 7

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Think about the last time you had to decide how to tell someone something -- a story, an explanation, an opinion. Writers make that same choice every time they pick up a pencil.”

▶ *Let a student or two share, then bring their attention to today's title on the board.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will notice how a poem uses Lines and Layout and Emotion and Experience (the first two LEAVES), then write a four- line stanza that arranges words on purpose and communicates a feeling.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

ANSWER KEY: Objective: Students will notice how a poem uses Lines and Layout and Emotion and Experience (the first two LEAVES), then write a four- line stanza that arranges words on purpose and communicates a feeling.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: 11(B)(iii), 12(A)(i), 12(A)(ii) • ELPS: 2(E), 4(C)(ii), 4(D)(iii), 4(F)(i)

I WILL...

- I will notice how a poem arranges words into lines and stanzas.
- I will name the emotion or experience a poem communicates.
- I will point to the words that create the feeling.
- I will write a four-line stanza of my own.

I CAN...

- I can describe a poem's layout (lines and stanzas).
- I can name a feeling a poem communicates and show where.
- I can tell Lines and Layout from Emotion and Experience.
- I can write a four-line stanza that communicates a feeling.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is our target for the week -- what I will do, and what that lets me do."

▶ *Read each I WILL statement, pausing so students can picture themselves doing it.*

"I will notice how a poem arranges words into lines and stanzas."

"I will name the emotion or experience a poem communicates."

"I will point to the words that create the feeling."

"I will write a four-line stanza of my own."

▶ *Now flip to the I CAN side -- these are the same statements from the student's point of view.*

"I can describe a poem's layout (lines and stanzas)."

"I can name a feeling a poem communicates and show where."

"I can tell Lines and Layout from Emotion and Experience."

"I can write a four-line stanza that communicates a feeling."

▶ *Have students echo one I CAN statement in their own words before moving on.*

ANSWER KEY: I can write a four-line stanza that communicates a feeling.

11(B)(iii); 12(A)(i); 12(A)(ii) · WRITING · Standards Sweep Teaching Deck
· Sheet 29 of 36 · Module 1 · Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.



NOTICE — Foundational

TASK

The first LEAVES leaf is **Lines and Layout**. Notice how the poet arranged the words.

MATERIAL

From “A Dream Can Grow”:

“A dream can start inside your heart,
A tiny hope, a little start.”



YOUR TURN

Count the lines. Say one thing you notice about how the poem looks on the page.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • See the Layout (L)

🕒 ~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's warm up our writer's eyes. See the Layout (L).”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Foundational-level evidence -- match your support to that level, no more, no less.

11(B)(iii); 12(A)(i); 12(A)(ii) • WRITING • Standards Sweep Teaching Deck
• Sheet 29 of 36 • Module 1 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

CHOOSE — Emergent**TASK**

The second leaf is **Emotion and Experience**. Sort each clue into Lines & Layout or Emotion & Experience.

MATERIAL

Clue 1: four-line stanzas with line breaks

Clue 2: a hopeful feeling of a dream growing

YOUR TURN

Write L (Lines & Layout) or E (Emotion & Experience) beside each clue. Give a reason.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Layout or Feeling?

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.*

11(B)(iii); 12(A)(i); 12(A)(ii) • WRITING • Standards Sweep Teaching Deck
• Sheet 29 of 36 • Module 1 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

“What if I'm not sure?” Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: ‘How do you know that one fits?’

SHOW — Visible

TASK

Find the feeling in a stanza and the words that create it.

MATERIAL

From “What Will You Give?”:

“I have two hands that I can share,
To lift, to carry, help, and care.”

YOUR TURN

Underline the words that create the feeling. Name the experience the poet shares.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Hear the Feeling (E)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.*

11(B)(iii); 12(A)(i); 12(A)(ii) • WRITING • Standards Sweep Teaching Deck
• Sheet 29 of 36 • Module 1 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN — Independent

TASK

Write one four-line stanza about hope or service. Arrange your words on purpose.

MATERIAL

Poet's Checklist: four lines on purpose · one clear feeling (hope or service) · at least two lines that rhyme · words that help the reader feel it



YOUR TURN

Write four lines about hope or service. Try to rhyme two line endings. Read it aloud.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · OWN · Independent · Write a Stanza

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.

11(B)(iii); 12(A)(i); 12(A)(ii) · WRITING · Standards Sweep Teaching Deck · Sheet 29 of 36 · Module 1 · Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND — Reflective

TASK

Prove that a poem's layout is part of its meaning, not just decoration.



YOUR TURN

Finish it out loud: “The way a poem is arranged matters because _____.”

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Why Layout Matters

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.*

11(B)(iii); 12(A)(i); 12(A)(ii) • WRITING • Standards Sweep Teaching Deck
• Sheet 29 of 36 • Module 1 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes -- note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

These are two short, deliberate lines that rhyme (heart / start). The whole poem is built from four-line stanzas with white space between them — the layout is on purpose, not ordinary writing.



CHOOSE

Emergent

Clue 1 = L (it describes how the words are arranged). Clue 2 = E (it describes the feeling the poem communicates). Rhyme can belong to BOTH — it shapes the layout and strengthens the feeling.



SHOW

Visible

Words like “share,” “lift,” “carry,” “help,” and “care” create a feeling of kindness and service — the experience of using ordinary hands to help others.



OWN

Independent

Sample stanza (service): “My two hands are small but true, / They reach to help the way hands do. / A little kindness, freely given, / Can grow like hope in how we’re livin’.” Four lines, rhyme, a clear feeling shown with images.



DEFEND

Reflective

The way a poem is arranged matters because short lines and stanzas make the reader slow down, notice each idea, and feel the emotion — the layout carries part of the meaning, just like the words do.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Thinking-Levels Chart · WRITING · Standards Sweep Teaching Deck

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s see the whole climb at once -- how this idea grows from noticing all the way to defending.”

▶ Walk the chart top to bottom, reading each level’s sentence and question, and pointing to where the class has already been today.

“NOTICE -- Foundational: These are two short, deliberate lines that rhyme (heart / start). The whole poem is built from four-line stanzas with white space between them — the layout is on purpose, not ordinary writing.”

“CHOOSE -- Emergent: Clue 1 = L (it describes how the words are arranged). Clue 2 = E (it describes the feeling the poem communicates). Rhyme can belong to BOTH — it shapes the layout and strengthens the feeling.”

“SHOW -- Visible: Words like “share,” “lift,” “carry,” “help,” and “care” create a feeling of kindness and service — the: experience of using ordinary hands to help others.”

“OWN -- Independent: Sample stanza (service): “My two hands are small but true, / They reach to help the way hands do. / A little kindness, freely given, / Can grow like hope in how we’re livin’.” Four lines, rhyme, a clear feeling: shown with images.”

“DEFEND -- Reflective: The way a poem is arranged matters because short lines and stanzas make the reader slow down, notice each idea, and feel the emotion — the layout carries part of the meaning, just like the words: do.”

ANSWER KEY: NOTICE: · CHOOSE: · SHOW: · OWN: Sample stanza (service): “My two hands are small but true, / They reach to help the way hands do. / A · DEFEND: The way a poem is arranged matters because short lines and stanzas make the reader slow down,

11(B)(iii); 12(A)(i); 12(A)(ii) · WRITING · Standards Sweep Teaching Deck · Sheet 29 of 36 · Module 1 · Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening -- emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

“Do I have to be at DEFEND today?” No -- most students land somewhere in the middle; the chart shows the whole ladder, not today’s finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map -- use it to place each student’s current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Choose one idea — hope or service — and write one four-line stanza about it. Arrange your words in deliberate lines, end at least two lines with rhyming words, and choose words that help the reader feel your idea.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is your own writing job -- and once you can handle it, you are in control of your own writing, not just following along.”

“Choose one idea — hope or service — and write one four-line stanza about it.”

▶ *Remind students of the scope: Arrange your words in deliberate lines, end at least two lines with rhyming words, and choose words that help the reader feel your idea.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet -- this is each student's independent application.*

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(B)(iii); 12(A)(i); 12(A)(ii) · WRITING · Standards Sweep Teaching Deck
· Sheet 29 of 36 · Module 1 · Cluster 7

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move -- redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason -- that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short -- that pushes toward Reflective.

MODEL ANSWER

Sample (hope): "A little dream inside my heart, / Can grow so big from one small start. / If I share hope with those nearby, / Together we can reach the sky." Four purposeful lines, rhyme at the line ends, and word choice that helps the reader feel hope growing.



NOTICE

Foundational

Writes sentences about the idea, not arranged as a poem.



CHOOSE

Emergent

Arranges some lines, but no rhyme and the feeling is only stated.



SHOW

Visible

Writes four lines with rhyme, but a line is filler.



OWN

Independent

Writes four purposeful lines with rhyme and words that show the feeling.



DEFEND

Reflective

Chooses images and sounds that make the reader truly experience hope or service.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · How Do We Measure the Level of Thinking?

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE -- Foundational: Writes sentences about the idea, not arranged as a poem."

"CHOOSE -- Emergent: Arranges some lines, but no rhyme and the feeling is only stated."

"SHOW -- Visible: Writes four lines with rhyme, but a line is filler."

"OWN -- Independent: Writes four purposeful lines with rhyme and words that show the feeling."

"DEFEND -- Reflective: Chooses images and sounds that make the reader truly experience hope or service."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Writes sentences about the idea, not arranged as a poem. · CHOOSE: Arranges some lines, but no rhyme and the feeling is only stated. · SHOW: Writes four lines with rhyme, but a line is filler. · OWN: Writes four purposeful lines with rhyme and words that show the feeling. · DEFEND: Chooses images and sounds that make the reader truly experience hope or service.

11(B)(iii); 12(A)(i); 12(A)(ii) · WRITING · Standards Sweep Teaching Deck · Sheet 29 of 36 · Module 1 · Cluster 7

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work -- students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Whose Voice? — Emotion, Experience, and the Speaker

STUDENT LEARNING OBJECTIVE

Students will identify the emotion and the speaker's voice in a poem (LEAVES E and V), then write a stanza from a chosen speaker's point of view that carries a clear feeling.

TEKS — Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(A)(i)** Compose literary texts, including personal narratives and poetry, using genre characteristics.
- 12(A)(ii)** Compose literary texts, including personal narratives and poetry, using craft.

ELPS Breakouts

- 2(E)** (Oral Explanation) Use comprehensible language to explain ideas orally with detail.
- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(D)(iii)** (Connecting Words) Write using a variety of grade-appropriate connecting words.
- 4(F)(i)** (Purposeful Writing) Write to express and describe with detail in the content areas.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Every year from now on, someone is going to hand you a writing job and expect you to know what to do with it. Today we build the skill that makes that easy.”

▶ *Pause briefly, then reveal today's title and objective.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will identify the emotion and the speaker's voice in a poem (LEAVES E and V), then write a stanza from a chosen speaker's point of view that carries a clear feeling.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

ANSWER KEY: Objective: Students will identify the emotion and the speaker's voice in a poem (LEAVES E and V), then write a stanza from a chosen speaker's point of view that carries a clear feeling.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: 11(B)(iii), 12(A)(i), 12(A)(ii) • ELPS: 2(E), 4(C)(ii), 4(D)(iii), 4(F)(i)

11(B)(iii); 12(A)(i); 12(A)(ii) • WRITING • Standards Sweep Teaching Deck
• Sheet 30 of 36 • Module 2 • Cluster 7

I WILL...

- I will name the emotion a poem communicates.
- I will ask who seems to be speaking in the poem.
- I will notice how the speaker's words shape the feeling.
- I will write a stanza in a chosen speaker's voice.

I CAN...

- I can describe the emotion in a poem.
- I can tell who the speaker is and their point of view.
- I can explain how voice changes the feeling.
- I can write a stanza with a clear speaker and feeling.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is our target for the week -- what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will name the emotion a poem communicates."

"I will ask who seems to be speaking in the poem."

"I will notice how the speaker's words shape the feeling."

"I will write a stanza in a chosen speaker's voice."

▶ Now flip to the I CAN side -- these are the same statements from the student's point of view.

"I can describe the emotion in a poem."

"I can tell who the speaker is and their point of view."

"I can explain how voice changes the feeling."

"I can write a stanza with a clear speaker and feeling."

▶ Have students echo one I CAN statement in their own words before moving on.

ANSWER KEY: I can write a stanza with a clear speaker and feeling.

11(B)(iii); 12(A)(i); 12(A)(ii) · WRITING · Standards Sweep Teaching Deck
· Sheet 30 of 36 · Module 2 · Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

Name the Emotion (E)

Sheet 30 of 36

NOTICE • Foundational thinking

Cluster 7 • Module 2

NOTICE — Foundational

TASK

Return to **Emotion and Experience**. Name the feeling a stanza carries.

MATERIAL

From “A Dream Can Grow”:

“When children listen, hope can shine,
Your dream can someday join with mine.”

YOUR TURN

Name the emotion in these lines. Point to a word that carries it.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Name the Emotion (E)

🕒 ~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's warm up our writer's eyes. Name the Emotion (E).”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Foundational-level evidence -- match your support to that level, no more, no less.*

11(B)(iii); 12(A)(i); 12(A)(ii) • WRITING • Standards Sweep Teaching Deck
• Sheet 30 of 36 • Module 2 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

CHOOSE — Emergent

TASK

The next leaf is **Voice** — who seems to be speaking. Choose the speaker.

MATERIAL

From “What Will You Give?": “I have two hands that I can share...”

Option A: a narrator describing a stranger · Option B: a child speaking about themselves

YOUR TURN

Circle the speaker. Say the clue word that told you whose voice it is.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · CHOOSE · Emergent · Whose Voice? (V)

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.*

11(B)(iii); 12(A)(i); 12(A)(ii) · WRITING · Standards Sweep Teaching Deck
· Sheet 30 of 36 · Module 2 · Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

“What if I'm not sure?” Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: ‘How do you know that one fits?’

 SHOW — Visible**TASK****Show** how the speaker's voice changes the feeling of a line.**MATERIAL**

Voice 1 (child): "I can help a worried friend unwind."

Voice 2 (report): "A person may help another person."

 YOUR TURN

Say which line feels warmer and more personal. Explain why the voice makes the difference.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible •
Voice Shapes Feeling ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.*11(B)(iii); 12(A)(i); 12(A)(ii) • WRITING • Standards Sweep Teaching Deck
• Sheet 30 of 36 • Module 2 • Cluster 7**CHECK FOR UNDERSTANDING**Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown --**COMMON MISCONCEPTION**

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICEAn explanation the class can hear or read is Visible evidence.
Look for the reasoning, not only the correct match.**RAISE THE THINKING → (move one level to the right)**

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN — Independent

TASK

Write a four-line stanza in a chosen speaker's voice about hope or service.

MATERIAL

Pick a speaker: a hopeful child • a helper • a dreamer

Poet's Checklist: four lines • clear feeling • a speaking voice (use "I" or "we") • two rhymes



YOUR TURN

Write four lines in your speaker's voice. Make the feeling clear. Read it aloud.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN •
Independent • Write in a Voice

🕒 ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.

11(B)(iii); 12(A)(i); 12(A)(ii) • WRITING • Standards Sweep Teaching Deck
• Sheet 30 of 36 • Module 2 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

"What if I get stuck planning?" Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND — Reflective

TASK

Prove why a poem's voice changes how the reader feels.



YOUR TURN

Finish it out loud: “The speaker's voice matters because _____.”

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Why Voice Matters

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.*

11(B)(iii); 12(A)(i); 12(A)(ii) • WRITING • Standards Sweep Teaching Deck
• Sheet 30 of 36 • Module 2 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes -- note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

The emotion is hope and togetherness. Words like “shine,” “dream,” and “join with mine” carry the hopeful feeling that a dream grows when it is shared.



CHOOSE

Emergent

Option B — a child speaking about themselves. The clue is the word “I” (“I have two hands”), which shows the poem is spoken in a first-person voice.



SHOW

Visible

Voice 1 feels warmer and more personal because a child is speaking directly (“I can help”), so the reader feels the caring; Voice 2 only reports a fact with no feeling or speaker.



OWN

Independent

Sample (a helper's voice): “I see a friend who needs a hand, / I stop and help them where they stand. / My help is small, but it is true, / And kindness grows in all we do.”



DEFEND

Reflective

The speaker's voice matters because when a child says “I,” the reader steps inside that person's experience and feels the emotion firsthand, instead of just hearing a fact reported from far away.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Thinking-Levels Chart · WRITING · Standards Sweep Teaching Deck

~3 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's see the whole climb at once -- how this idea grows from noticing all the way to defending.”

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

“NOTICE -- Foundational: The emotion is hope and togetherness. Words like “shine,” “dream,” and “join with mine” carry the: hopeful feeling that a dream grows when it is shared.”

“CHOOSE -- Emergent: Option B — a child speaking about themselves. The clue is the word “I” (“I have two hands”), which: shows the poem is spoken in a first-person voice.”

“SHOW -- Visible: Voice 1 feels warmer and more personal because a child is speaking directly (“I can help”), so the: reader feels the caring; Voice 2 only reports a fact with no feeling or speaker.”

“OWN -- Independent: Sample (a helper's voice): “I see a friend who needs a hand, / I stop and help them where they: stand. / My help is small, but it is true, / And kindness grows in all we do.””

“DEFEND -- Reflective: The speaker's voice matters because when a child says “I,” the reader steps inside that person's: experience and feels the emotion firsthand, instead of just hearing a fact reported from far away.”

ANSWER KEY: NOTICE · CHOOSE · SHOW · OWN · DEFEND:

11(B)(iii); 12(A)(i); 12(A)(ii) · WRITING · Standards Sweep Teaching Deck
· Sheet 30 of 36 · Module 2 · Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening -- emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

“Do I have to be at DEFEND today?” No -- most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map -- use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Write a four-line stanza about hope or service in a chosen speaker's voice. Use “I” or “we,” carry a clear feeling, and rhyme at least two line endings.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is your own writing job -- and once you can handle it, you are in control of your own writing, not just following along.”

“Write a four-line stanza about hope or service in a chosen speaker's voice.”

▶ *Remind students of the scope: Use ‘I’ or ‘we,’ carry a clear feeling, and rhyme at least two line endings.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet -- this is each student's independent application.*

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(B)(iii); 12(A)(i); 12(A)(ii) · WRITING · Standards Sweep Teaching Deck
· Sheet 30 of 36 · Module 2 · Cluster 7

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move -- redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason -- that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short -- that pushes toward Reflective.

MODEL ANSWER

Sample (a dreamer's voice): "I hold a dream inside my chest, / I share my hope with all the rest. / And when we join our hopes as one, / A brighter future has begun." The "I" and "we" give it a clear speaker, and the feeling of shared hope comes through.



NOTICE
Foundational

Writes lines with no clear speaker or feeling.



CHOOSE
Emergent

Has a feeling, but the voice is a distant report, not a speaker.



SHOW
Visible

Uses a speaking voice, but the feeling is only stated.



OWN
Independent

Writes in a clear voice (I / we) with a feeling shown through word choice.



DEFEND
Reflective

Chooses a voice whose perspective makes the reader truly feel the hope or service.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · How Do We Measure the Level of Thinking?

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE -- Foundational: Writes lines with no clear speaker or feeling."

"CHOOSE -- Emergent: Has a feeling, but the voice is a distant report, not a speaker."

"SHOW -- Visible: Uses a speaking voice, but the feeling is only stated."

"OWN -- Independent: Writes in a clear voice (I / we) with a feeling shown through word choice."

"DEFEND -- Reflective: Chooses a voice whose perspective makes the reader truly feel the hope or service."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Writes lines with no clear speaker or feeling. · CHOOSE: Has a feeling, but the voice is a distant report, not a speaker. · SHOW: Uses a speaking voice, but the feeling is only stated. · OWN: Writes in a clear voice (I / we) with a feeling shown through word choice. · DEFEND: Chooses a voice whose perspective makes the reader truly feel the hope or service.

11(B)(iii); 12(A)(i); 12(A)(ii) · WRITING · Standards Sweep Teaching Deck
· Sheet 30 of 36 · Module 2 · Cluster 7

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work -- students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

The Moment That Stays — Artistic Language and Sound

STUDENT LEARNING OBJECTIVE

Students will notice Artistic Language (imagery, comparison) and Echo and Sound (rhyme, rhythm, repetition) in poems, then use one image and one sound device to make a stanza memorable.

TEKS — Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(A)(i)** Compose literary texts, including personal narratives and poetry, using genre characteristics.
- 12(A)(ii)** Compose literary texts, including personal narratives and poetry, using craft.

ELPS Breakouts

- 2(E)** (Oral Explanation) Use comprehensible language to explain ideas orally with detail.
- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(D)(iii)** (Connecting Words) Write using a variety of grade-appropriate connecting words.
- 4(F)(i)** (Purposeful Writing) Write to express and describe with detail in the content areas.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Watch me for a second.”

▶ Write a mismatched example on the board (e.g., a to-do list written as a poem, or a narrative moment written as a set of instructions) and let students notice it feels wrong before you name why.

“Today's writing job is wRITING • Standards Sweep Teaching Deck. Here is our objective: Students will notice Artistic Language (imagery, comparison) and Echo and Sound (rhyme, rhythm, repetition) in poems, then use one image and one sound device to make a stanza memorable.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

ANSWER KEY: Objective: Students will notice Artistic Language (imagery, comparison) and Echo and Sound (rhyme, rhythm, repetition) in poems, then use one image and one sound device to make a stanza memorable.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: 11(B)(iii), 12(A)(i), 12(A)(ii) • ELPS: 2(E), 4(C)(ii), 4(D)(iii), 4(F)(i)

11(B)(iii); 12(A)(i); 12(A)(ii) • WRITING • Standards Sweep Teaching Deck
• Sheet 31 of 36 • Module 3 • Cluster 7

This Week's Target

Sheet 31 of 36

I Will • I Can

Cluster 7 • Module 3

I WILL...

- I will find images and comparisons a poet uses.
- I will hear rhyme, rhythm, and repetition in a poem.
- I will add one strong image to my writing.
- I will use a sound device on purpose.

I CAN...

- I can point to artistic language in a poem.
- I can name a sound device (rhyme, rhythm, repetition).
- I can add an image that helps the reader picture the idea.
- I can use sound to make a line memorable.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is our target for the week -- what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will find images and comparisons a poet uses."

"I will hear rhyme, rhythm, and repetition in a poem."

"I will add one strong image to my writing."

"I will use a sound device on purpose."

▶ Now flip to the I CAN side -- these are the same statements from the student's point of view.

"I can point to artistic language in a poem."

"I can name a sound device (rhyme, rhythm, repetition)."

"I can add an image that helps the reader picture the idea."

"I can use sound to make a line memorable."

▶ Have students echo one I CAN statement in their own words before moving on.

ANSWER KEY: I can use sound to make a line memorable.

11(B)(iii); 12(A)(i); 12(A)(ii) · WRITING · Standards Sweep Teaching Deck
· Sheet 31 of 36 · Module 3 · Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE — Foundational**TASK**

The leaf **Artistic Language** is imagery and comparison. Find the picture the poet paints.

MATERIAL

From “A Dream Can Grow”:

“A dream can grow from friend to friend,
Its hopeful journey does not end.”

YOUR TURN

Point to the comparison. Say what a dream is being compared to.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Spot the Picture (A)

⌚ ~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's warm up our writer's eyes. Spot the Picture (A).”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Foundational-level evidence -- match your support to that level, no more, no less.

11(B)(iii); 12(A)(i); 12(A)(ii) • WRITING • Standards Sweep Teaching Deck
• Sheet 31 of 36 • Module 3 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

CHOOSE — Emergent**TASK**

The next leaf is **Echo and Sound** (rhyme, rhythm, repetition). Sort each feature.

MATERIAL

Feature 1: a dream that “can grow” like something alive

Feature 2: the lines “share / care” and “true / do” that rhyme

YOUR TURN

Write A (Artistic Language) or E (Echo & Sound) beside each. Give a reason.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Image or Sound?

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.*

11(B)(iii); 12(A)(i); 12(A)(ii) • WRITING • Standards Sweep Teaching Deck
• Sheet 31 of 36 • Module 3 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

“What if I'm not sure?” Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: ‘How do you know that one fits?’

SHOW — Visible

TASK

Find the sound device the poet uses to make lines stick.

MATERIAL

From “What Will You Give?”: “I have two hands... / I have two feet... / I have a voice...”

YOUR TURN

Circle the repeated words. Say how the repetition makes the poem feel.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Hear the Echo (E)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.*

11(B)(iii); 12(A)(i); 12(A)(ii) • WRITING • Standards Sweep Teaching Deck
• Sheet 31 of 36 • Module 3 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence.
Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN — Independent

TASK

Write or revise a stanza using one image AND one sound device.

MATERIAL

Image ideas: hope like a growing seed · kindness like a warm light

Sound ideas: rhyme two line endings · repeat a phrase like “I can...”



YOUR TURN

Write a stanza with one clear image and one sound device. Underline each. Read it aloud.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · OWN · Independent · Add Art and Sound

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.

11(B)(iii); 12(A)(i); 12(A)(ii) · WRITING · Standards Sweep Teaching Deck
· Sheet 31 of 36 · Module 3 · Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND — Reflective

TASK

Prove why images and sound make a poem's moment stay with the reader.



YOUR TURN

Finish it out loud: "Images and sound make a poem memorable because _____."

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Why the Moment Stays

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.

11(B)(iii); 12(A)(i); 12(A)(ii) • WRITING • Standards Sweep Teaching Deck
• Sheet 31 of 36 • Module 3 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today.
Expected: an answer that matches the TASK and EXAMPLE shown --

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Students may give a correct choice with a weak reason ("it just sounds better") instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes -- note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

The poet compares a dream to something alive that can “grow” and take a “journey” from friend to friend. That image helps the reader picture hope spreading like a plant or a traveler.



CHOOSE

Emergent

Feature 1 = A Artistic Language (an image/comparison). Feature 2 = E Echo & Sound (rhyme). Repetition like the repeated “I have...” lines belongs to Echo & Sound too.



SHOW

Visible

The repeated phrase “I have...” is repetition. It gives the poem a steady rhythm and builds a list of ways to serve, which makes each gift feel important and easy to remember.



OWN

Independent

Sample: “I can plant a seed of hope today, / I can help it grow along the way. / A little light, a kind hello, / Can warm a heart and make it glow.” Image = hope as a seed/light; sound = rhyme (today/way, hello/glow).



DEFEND

Reflective

Images and sound make a poem memorable because a picture lets the reader see the idea and rhyme or repetition lets the reader hear and remember it — together they make the moment stay long after the reading.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Thinking-Levels Chart · WRITING · Standards Sweep Teaching Deck

~3 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's see the whole climb at once -- how this idea grows from noticing all the way to defending.”

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

“NOTICE -- Foundational: The poet compares a dream to something alive that can “grow” and take a “journey” from friend to: friend. That image helps the reader picture hope spreading like a plant or a traveler.”

“CHOOSE -- Emergent: Feature 1 = A Artistic Language (an image/comparison). Feature 2 = E Echo & Sound (rhyme): repetition like the repeated “I have...” lines belongs to Echo & Sound too.”

“SHOW -- Visible: The repeated phrase “I have...” is repetition. It gives the poem a steady rhythm and builds a list of: ways to serve, which makes each gift feel important and easy to remember.”

“OWN -- Independent: Sample: “I can plant a seed of hope today, / I can help it grow along the way. / A little light, a kind hello, / Can warm a heart and make it glow.” Image = hope as a seed/light; sound = rhyme: (today/way, hello/glow).”

“DEFEND -- Reflective: Images and sound make a poem memorable because a picture lets the reader see the idea and rhyme or repetition lets the reader hear and remember it — together they make the moment stay long: after the reading.”

ANSWER KEY: NOTICE: · CHOOSE: · SHOW: · OWN: Sample: “I can plant a seed of hope today, / I can help it grow along the way. / A little light, a kind · DEFEND: Images and sound make a poem memorable because a picture lets the reader see the idea and

11(B)(iii); 12(A)(i); 12(A)(ii) · WRITING · Standards Sweep Teaching Deck · Sheet 31 of 36 · Module 3 · Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening -- emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

“Do I have to be at DEFEND today?” No -- most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map -- use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Write a four-line stanza about hope or service that uses one strong image and one sound device (rhyme, rhythm, or repetition). Underline the image and the sound.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here is your own writing job -- and once you can handle it, you are in control of your own writing, not just following along.”

“Write a four-line stanza about hope or service that uses one strong image and one sound device (rhyme, rhythm, or repetition).”

▶ *Remind students of the scope: Underline the image and the sound.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet -- this is each student's independent application.*

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(B)(iii); 12(A)(i); 12(A)(ii) • WRITING • Standards Sweep Teaching Deck
• Sheet 31 of 36 • Module 3 • Cluster 7

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move -- redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason -- that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short -- that pushes toward Reflective.

MODEL ANSWER

Sample: "My kindness is a tiny flame, / I share its light and warmth the same. / I give a little every day, / And watch it grow and light the way."
Image = kindness as a flame/light; sound = rhyme (flame/same, day/day).



NOTICE
Foundational

Writes lines with no image and no sound device.



CHOOSE
Emergent

Uses rhyme, but the words paint no picture.



SHOW
Visible

Includes one image or one sound device, not both.



OWN
Independent

Uses one clear image AND one sound device on purpose.



DEFEND
Reflective

Blends image and sound so the reader both sees and remembers the moment.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · How Do We Measure the Level of Thinking?

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE -- Foundational: Writes lines with no image and no sound device."

"CHOOSE -- Emergent: Uses rhyme, but the words paint no picture."

"SHOW -- Visible: Includes one image or one sound device, not both."

"OWN -- Independent: Uses one clear image AND one sound device on purpose."

"DEFEND -- Reflective: Blends image and sound so the reader both sees and remembers the moment."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Writes lines with no image and no sound device. · CHOOSE: Uses rhyme, but the words paint no picture. · SHOW: Includes one image or one sound device, not both. · OWN: Uses one clear image AND one sound device on purpose. · DEFEND: Blends image and sound so the reader both sees and remembers the moment.

11(B)(iii); 12(A)(i); 12(A)(ii) · WRITING · Standards Sweep Teaching Deck
· Sheet 31 of 36 · Module 3 · Cluster 7

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work -- students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Meaning and Significance — Bringing All of LEAVES Together

STUDENT LEARNING OBJECTIVE

Students will bring together all six LEAVES to read a poem for its Significance, then write a poem of their own and explain the big idea it sends to the reader.

TEKS — Writing Process & Writing Genre

- 11(B)(i)** Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure.
- 12(A)(i)** Compose literary texts, including personal narratives and poetry, using genre characteristics.
- 12(A)(ii)** Compose literary texts, including personal narratives and poetry, using craft.

ELPS Breakouts

- 2(E)** (Oral Explanation) Use comprehensible language to explain ideas orally with detail.
- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(D)(iii)** (Connecting Words) Write using a variety of grade-appropriate connecting words.
- 4(F)(i)** (Purposeful Writing) Write to express and describe with detail in the content areas.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Raise your hand if you have ever started writing something and then realized halfway through that it was not quite working. That happens to real writers all the time.”

▶ *Let students share a quick example, then bring their attention to today's title.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will bring together all six LEAVES to read a poem for its Significance, then write a poem of their own and explain the big idea it sends to the reader.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

ANSWER KEY: Objective: Students will bring together all six LEAVES to read a poem for its Significance, then write a poem of their own and explain the big idea it sends to the reader.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: 11(B)(i), 12(A)(i), 12(A)(ii) • ELPS: 2(E), 4(C)(ii), 4(D)(iii), 4(F)(i)

11(B)(i); 12(A)(i); 12(A)(ii) • WRITING • Standards Sweep Teaching Deck
• Sheet 32 of 36 • Module 4 • Cluster 7

I WILL...

- I will use all six LEAVES to read a poem closely.
- I will state the poem's big idea, or significance.
- I will write a poem that carries a clear message.
- I will explain why my poem matters.

I CAN...

- I can name each LEAVES element in a poem.
- I can state a poem's significance (its big idea).
- I can write a poem with layout, feeling, voice, image, and sound.
- I can explain the message my poem sends.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is our target for the week -- what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will use all six LEAVES to read a poem closely."

"I will state the poem's big idea, or significance."

"I will write a poem that carries a clear message."

"I will explain why my poem matters."

▶ Now flip to the I CAN side -- these are the same statements from the student's point of view.

"I can name each LEAVES element in a poem."

"I can state a poem's significance (its big idea)."

"I can write a poem with layout, feeling, voice, image, and sound."

"I can explain the message my poem sends."

▶ Have students echo one I CAN statement in their own words before moving on.

ANSWER KEY: I can explain the message my poem sends.

11(B)(i); 12(A)(i); 12(A)(ii) · WRITING · Standards Sweep Teaching Deck
· Sheet 32 of 36 · Module 4 · Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

 NOTICE — Foundational**TASK**

Recall the whole framework: **LEAVES** has six leaves. Name what each letter watches for.

MATERIAL

L = Lines & Layout · E = Emotion & Experience · A = Artistic Language
V = Voice · E = Echo & Sound · S = Significance

 YOUR TURN

Read the six leaves. Point to the one you find hardest and say why.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · NOTICE · Foundational · All Six Leaves ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's warm up our writer's eyes. All Six Leaves.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Foundational-level evidence -- match your support to that level, no more, no less.*

11(B)(i); 12(A)(i); 12(A)(ii) · WRITING · Standards Sweep Teaching Deck
· Sheet 32 of 36 · Module 4 · Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

Which Leaf?

Sheet 32 of 36

CHOOSE • Emergent thinking

Cluster 7 • Module 4

CHOOSE — Emergent

TASK

Label each clue with its **LEAVES letter**.

MATERIAL

Clue 1: the repeated phrase “I have...”

Clue 2: the big idea that ordinary people can help build a better world

YOUR TURN

Write the LEAVES letter beside each clue. Say how you knew.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Which Leaf?

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.*

11(B)(i); 12(A)(i); 12(A)(ii) • WRITING • Standards Sweep Teaching Deck
• Sheet 32 of 36 • Module 4 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

“What if I'm not sure?” Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: ‘How do you know that one fits?’

SHOW — Visible

TASK

State the significance — the big idea a poem sends beyond the page.

MATERIAL

“A Dream Can Grow” ends: “One voice may start with words to show, / But many hearts can help it grow.”

YOUR TURN

Say the big idea these lines send. Complete: “This poem shows that ____.”

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible •
Find the Significance (S)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.

11(B)(i); 12(A)(i); 12(A)(ii) • WRITING • Standards Sweep Teaching Deck
• Sheet 32 of 36 • Module 4 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence.
Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN — Independent

TASK

Write a short poem (one or two stanzas) about hope or service, then name its significance.

MATERIAL

Use the leaves: purposeful lines • a clear feeling • a speaker's voice • one image • one sound device
Then finish: "The big idea of my poem is _____."



YOUR TURN

Write your poem, then state its significance in one sentence. Read both aloud.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Poem's Meaning

🕒 ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.

11(B)(i); 12(A)(i); 12(A)(ii) • WRITING • Standards Sweep Teaching Deck
• Sheet 32 of 36 • Module 4 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

"What if I get stuck planning?" Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND — Reflective

TASK

Prove why a poem can carry a big idea as powerfully as an essay.



YOUR TURN

Finish it out loud: “A poem can carry a big idea because _____.”

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Why Poems Matter

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.

11(B)(i); 12(A)(i); 12(A)(ii) • WRITING • Standards Sweep Teaching Deck
• Sheet 32 of 36 • Module 4 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes -- note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

The six leaves are Lines & Layout, Emotion & Experience, Artistic Language, Voice, Echo & Sound, and Significance. Together they help a reader notice how a poem is built AND what it means.



CHOOSE

Emergent

Clue 1 = E (Echo & Sound — repetition). Clue 2 = S (Significance — the poem's big idea). Naming the leaf helps you talk about both the craft and the meaning.



SHOW

Visible

This poem shows that hope grows when it is shared — one voice can start a dream, but many hearts working together make it real. That big idea is the poem's significance.



OWN

Independent

Sample poem: "I hold a candle, small and bright, / I share its warm and gentle light. / And when I help a friend each day, / That little light will light the way." Significance: even small acts of kindness can grow and brighten the world.



DEFEND

Reflective

A poem can carry a big idea because its layout, feeling, voice, images, and sound work together to make the reader experience the idea, not just read about it — so the message reaches the heart and stays.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Thinking-Levels Chart · WRITING · Standards Sweep Teaching Deck

~3 min

" = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's see the whole climb at once -- how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE -- Foundational: The six leaves are Lines & Layout, Emotion & Experience, Artistic Language, Voice, Echo & Sound, and Significance. Together they help a reader notice how a poem is built AND what it means."

"CHOOSE -- Emergent: Clue 1 = E (Echo & Sound — repetition). Clue 2 = S (Significance — the poem's big idea). Naming: the leaf helps you talk about both the craft and the meaning."

"SHOW -- Visible: This poem shows that hope grows when it is shared — one voice can start a dream, but many hearts: working together make it real. That big idea is the poem's significance."

"OWN -- Independent: Sample poem: "I hold a candle, small and bright, / I share its warm and gentle light. / And when I help a friend each day, / That little light will light the way." Significance: even small acts of kindness can: grow and brighten the world."

"DEFEND -- Reflective: A poem can carry a big idea because its layout, feeling, voice, images, and sound work together to make the reader experience the idea, not just read about it — so the message reaches the heart and: stays."

ANSWER KEY: NOTICE: · CHOOSE: · SHOW: · OWN: Sample poem: "I hold a candle, small and bright, / I share its warm and gentle light. / And when I help · DEFEND: A poem can carry a big idea because its layout, feeling, voice, images, and sound work together to

11(B)(i); 12(A)(i); 12(A)(ii) · WRITING · Standards Sweep Teaching Deck
· Sheet 32 of 36 · Module 4 · Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening -- emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No -- most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map -- use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Write a short poem (one or two four-line stanzas) about hope or service using the LEAVES craft, then write one sentence naming its significance — the big idea it sends to the reader.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is your own writing job -- and once you can handle it, you are in control of your own writing, not just following along.”

“Write a short poem (one or two four-line stanzas) about hope or service using the LEAVES craft, then write one sentence naming its significance — the big idea it sends to the reader.”

▶ Give quiet writing/thinking time. Do not reveal the rubric yet -- this is each student's independent application.

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(B)(i); 12(A)(i); 12(A)(ii) · WRITING · Standards Sweep Teaching Deck
· Sheet 32 of 36 · Module 4 · Cluster 7

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move -- redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason -- that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short -- that pushes toward Reflective.

MODEL ANSWER

Sample poem: "A seed of hope is small at first, / But shared with friends, it grows its worth. / We plant our kindness, row by row, / And watch a brighter garden grow." Significance: when people share hope and kindness, it grows into something bigger than any one person could make alone.



NOTICE
Foundational

Writes lines but does not state any big idea.



CHOOSE
Emergent

States a big idea, but the poem uses little craft.



SHOW
Visible

Uses several LEAVES elements and names a general idea.



OWN
Independent

Writes a crafted poem AND states a clear significance.



DEFEND
Reflective

Sends a big idea that reaches beyond the poem — how words and service can change a community.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · How Do We Measure the Level of Thinking?

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE -- Foundational: Writes lines but does not state any big idea."

"CHOOSE -- Emergent: States a big idea, but the poem uses little craft."

"SHOW -- Visible: Uses several LEAVES elements and names a general idea."

"OWN -- Independent: Writes a crafted poem AND states a clear significance."

"DEFEND -- Reflective: Sends a big idea that reaches beyond the poem — how words and service can change a community."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Writes lines but does not state any big idea. · CHOOSE: States a big idea, but the poem uses little craft. · SHOW: Uses several LEAVES elements and names a general idea. · OWN: Writes a crafted poem AND states a clear significance. · DEFEND: Sends a big idea that reaches beyond the poem — how words and service can change a community.

11(B)(i); 12(A)(i); 12(A)(ii) · WRITING · Standards Sweep Teaching Deck
· Sheet 32 of 36 · Module 4 · Cluster 7

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work -- students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

PLACE — From Resource to Evidence

STUDENT LEARNING OBJECTIVE

Students will turn a research source into evidence for one body paragraph — writing a Reason (R), quoting or paraphrasing with source credit (E1), and adding their own explanation (E2).

TEKS — Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.
- 13(E)** Demonstrate understanding of research by paraphrasing and directly quoting sources, giving credit.

ELPS Breakouts

- 2(E)** (Oral Explanation) Use comprehensible language to explain ideas orally with detail.
- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(D)(iii)** (Connecting Words) Write using a variety of grade-appropriate connecting words.
- 4(F)(i)** (Purposeful Writing) Write to explain with detail in the content areas.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Think about the last time you had to decide how to tell someone something -- a story, an explanation, an opinion. Writers make that same choice every time they pick up a pencil.”

▶ *Let a student or two share, then bring their attention to today's title on the board.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will turn a research source into evidence for one body paragraph — writing a Reason (R), quoting or paraphrasing with source credit (E1), and adding their own explanation (E2).”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

ANSWER KEY: Objective: Students will turn a research source into evidence for one body paragraph — writing a Reason (R), quoting or paraphrasing with source credit (E1), and adding their own explanation (E2).

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: 11(B)(iii), 12(B)(i), 13(E) • ELPS: 2(E), 4(C)(ii), 4(D)(iii), 4(F)(i)

11(B)(iii); 12(B)(i); 13(E) • WRITING • Standards Sweep Teaching Deck • Sheet 33 of 36 • Module 1 • Cluster 8

I WILL...

- I will tell a direct quotation from a paraphrase.
- I will give credit to the source of my evidence.
- I will add my own explanation after the evidence.
- I will write a body paragraph using R, E1, and E2.

I CAN...

- I can tell a quotation (Q) from a paraphrase (P).
- I can attribute evidence to its source.
- I can explain how my evidence proves my reason (E2).
- I can write a research body paragraph.

TEACHER SAYS & DOES • SLIDE 2 OF 10 • This Week's Target • I Will / I Can

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here is our target for the week -- what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will tell a direct quotation from a paraphrase."

"I will give credit to the source of my evidence."

"I will add my own explanation after the evidence."

"I will write a body paragraph using R, E1, and E2."

▶ Now flip to the I CAN side -- these are the same statements from the student's point of view.

"I can tell a quotation (Q) from a paraphrase (P)."

"I can attribute evidence to its source."

"I can explain how my evidence proves my reason (E2)."

"I can write a research body paragraph."

▶ Have students echo one I CAN statement in their own words before moving on.

ANSWER KEY: I can write a research body paragraph.

11(B)(iii); 12(B)(i); 13(E) • WRITING • Standards Sweep Teaching Deck • Sheet 33 of 36 • Module 1 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

Quote or Paraphrase? (Q/P)

Sheet 33 of 36

NOTICE • Foundational thinking

Cluster 8 • Module 1

NOTICE — Foundational

TASK

Evidence can be a **Quotation (Q)** — exact words — or a **Paraphrase (P)** — the idea in new words. Label each.

MATERIAL

Version 1: The source says, “Water is one of the first resources people need.”

Version 2: The source explains that water is one of the earliest needs when people choose where to live.

YOUR TURN

Write Q or P beside each version. Say the clue (quotation marks or new words).

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Quote or Paraphrase? (Q/P)

🕒 ~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's warm up our writer's eyes. Quote or Paraphrase? (Q/P).”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Foundational-level evidence -- match your support to that level, no more, no less.

11(B)(iii); 12(B)(i); 13(E) • WRITING • Standards Sweep Teaching Deck • Sheet 33 of 36 • Module 1 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today. Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

CHOOSE — Emergent**TASK**

Real research **credits the source**. Choose the evidence that tells where it came from.

MATERIAL

Option A: Water is one of the first resources people need.

Option B: According to “A Place to Grow,” water is one of the first resources people need.

YOUR TURN

Circle the option that credits the source. Say why credit matters in research.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Give the Source Credit

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.*

11(B)(iii); 12(B)(i); 13(E) • WRITING • Standards Sweep Teaching Deck • Sheet 33 of 36 • Module 1 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

“What if I'm not sure?” Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: ‘How do you know that one fits?’

Add Your Explanation (E2)

Sheet 33 of 36

SHOW • Visible thinking

Cluster 8 • Module 1

SHOW — Visible

TASK

After the evidence (E1), add **E2 — your own explanation** of how it proves the reason.

MATERIAL

R (reason): Communities grow strong when people use the resources of a place.

E1 (evidence): According to “A Place to Grow,” water is one of the first resources people need.

YOUR TURN

Write one E2 sentence explaining HOW that evidence proves the reason.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible •
Add Your Explanation (E2)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.

11(B)(iii); 12(B)(i); 13(E) • WRITING • Standards Sweep Teaching Deck •
Sheet 33 of 36 • Module 1 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Build a Body Paragraph (R-E1-E2)

Sheet 33 of 36

OWN • Independent thinking

Cluster 8 • Module 1



OWN — Independent

TASK

Write one body paragraph using R, then E1 (quote or paraphrase + credit), then E2.

MATERIAL

R (reason): _____

E1 (evidence + source credit): _____

E2 (your explanation): _____



YOUR TURN

Write all three parts in order. Then read your paragraph aloud.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · OWN · Independent · Build a Body Paragraph (R-E1-E2)

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.

11(B)(iii); 12(B)(i); 13(E) · WRITING · Standards Sweep Teaching Deck · Sheet 33 of 36 · Module 1 · Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND — Reflective

TASK

Prove why evidence needs your explanation (E2) and cannot stand alone.



YOUR TURN

Finish it out loud: “Evidence needs my explanation because _____.”

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Why Explain the Evidence?

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.*

11(B)(iii); 12(B)(i); 13(E) • WRITING • Standards Sweep Teaching Deck • Sheet 33 of 36 • Module 1 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes -- note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

Version 1 = Q (a direct quotation — exact words inside quotation marks). Version 2 = P (a paraphrase — the same idea in the writer's own words). Both are real evidence.



CHOOSE

Emergent

Option B credits the source ("According to 'A Place to Grow'..."). Credit matters because it shows the evidence is real and lets a reader check where it came from.



SHOW

Visible

Sample E2: This shows that a place with water gives a community what it needs to drink, farm, and travel, so people can settle there and grow strong.



OWN

Independent

Sample — R: Communities grow strong when people use the resources of a place. E1: According to "A Place to Grow," rivers can provide fish and create routes for transportation. E2: This means a place near a river helps a community find food and move goods, which helps it grow.



DEFEND

Reflective

Evidence needs my explanation because a quote or fact does not tell the reader why it matters; my E2 connects the evidence back to the reason, so the reader sees how it proves my point.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Thinking-Levels Chart · WRITING · Standards Sweep Teaching Deck

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's see the whole climb at once -- how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE -- Foundational: Version 1 = Q (a direct quotation — exact words inside quotation marks). Version 2 = P (a paraphrase: — the same idea in the writer's own words). Both are real evidence."

"CHOOSE -- Emergent: Option B credits the source ("According to 'A Place to Grow'..."). Credit matters because it shows the: evidence is real and lets a reader check where it came from."

"SHOW -- Visible: Sample E2: This shows that a place with water gives a community what it needs to drink, farm, and: travel, so people can settle there and grow strong."

"OWN -- Independent: Sample — R: Communities grow strong when people use the resources of a place. E1: According to "A Place to Grow," rivers can provide fish and create routes for transportation. E2: This means a place: near a river helps a community find food and move goods, which helps it grow."

"DEFEND -- Reflective: Evidence needs my explanation because a quote or fact does not tell the reader why it matters; my: e2 connects the evidence back to the reason, so the reader sees how it proves my point."

ANSWER KEY: NOTICE: · CHOOSE: · SHOW: · OWN: Sample — R: Communities grow strong when people use the resources of a place. E1: According to · DEFEND:

11(B)(iii); 12(B)(i); 13(E) · WRITING · Standards Sweep Teaching Deck · Sheet 33 of 36 · Module 1 · Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening -- emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No -- most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map -- use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Write one body paragraph proving that communities grow strong when people use the resources of a place. Include a Reason (R), evidence with source credit (E1 — quote or paraphrase), and your explanation (E2).

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is your own writing job -- and once you can handle it, you are in control of your own writing, not just following along.”

“Write one body paragraph proving that communities grow strong when people use the resources of a place.”

▶ *Remind students of the scope: Include a Reason (R), evidence with source credit (E1 — quote or paraphrase), and your explanation (E2).*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet -- this is each student's independent application.*

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(B)(iii); 12(B)(i); 13(E) · WRITING · Standards Sweep Teaching Deck · Sheet 33 of 36 · Module 1 · Cluster 8

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move -- redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason -- that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short -- that pushes toward Reflective.

MODEL ANSWER

One way communities grow strong is when people use the resources of a place to meet their needs. According to “A Place to Grow,” water is one of the first resources people need when deciding where to live. This shows that a place with water lets a community drink, farm, and travel, so the people who settle there have what they need to grow strong.



NOTICE

Foundational

Copies a fact with no reason and no credit.



CHOOSE

Emergent

Gives a reason and evidence, but does not credit the source.



SHOW

Visible

Includes R and E1 with source credit, but no explanation.



OWN

Independent

Writes a full R-E1-E2 paragraph with credited evidence and an explanation.



DEFEND

Reflective

Explains how the place's resources connect to a community growing strong beyond one fact.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · How Do We Measure the Level of Thinking?

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“NOTICE -- Foundational: Copies a fact with no reason and no credit.”

“CHOOSE -- Emergent: Gives a reason and evidence, but does not credit the source.”

“SHOW -- Visible: Includes R and E1 with source credit, but no explanation.”

“OWN -- Independent: Writes a full R-E1-E2 paragraph with credited evidence and an explanation.”

“DEFEND -- Reflective: Explains how the place's resources connect to a community growing strong beyond one fact.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Copies a fact with no reason and no credit. · CHOOSE: Gives a reason and evidence, but does not credit the source. · SHOW: Includes R and E1 with source credit, but no explanation. · OWN: Writes a full R-E1-E2 paragraph with credited evidence and an explanation. · DEFEND: Explains how the place's resources connect to a community growing strong beyond one fact.

11(B)(iii); 12(B)(i); 13(E) · WRITING · Standards Sweep Teaching Deck · Sheet 33 of 36 · Module 1 · Cluster 8

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work -- students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

PROBLEM — From Question to Solution

STUDENT LEARNING OBJECTIVE

Students will write the second body paragraph of the research paper — proving that communities grow strong by solving problems — using the Notice, Question, Act, Impact chain and R-E1-E2.

TEKS — Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.
- 13(E)** Demonstrate understanding of research by paraphrasing and directly quoting sources, giving credit.

ELPS Breakouts

- 2(E)** (Oral Explanation) Use comprehensible language to explain ideas orally with detail.
- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(D)(iii)** (Connecting Words) Write using a variety of grade-appropriate connecting words.
- 4(F)(i)** (Purposeful Writing) Write to explain with detail in the content areas.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Every year from now on, someone is going to hand you a writing job and expect you to know what to do with it. Today we build the skill that makes that easy.”

▶ *Pause briefly, then reveal today's title and objective.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write the second body paragraph of the research paper — proving that communities grow strong by solving problems — using the Notice, Question, Act, Impact chain and R-E1-E2.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

ANSWER KEY: Objective: Students will write the second body paragraph of the research paper — proving that communities grow strong by solving problems — using the Notice, Question, Act, Impact chain and R-E1-E2.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: 11(B)(iii), 12(B)(i), 13(E) • ELPS: 2(E), 4(C)(ii), 4(D)(iii), 4(F)(i)

11(B)(iii); 12(B)(i); 13(E) • WRITING • Standards Sweep Teaching Deck • Sheet 34 of 36 • Module 2 • Cluster 8

This Week's Target

Sheet 34 of 36

I Will • I Can

Cluster 8 • Module 2

I WILL...

- I will notice a problem a place creates.
- I will find how people questioned and acted on it.
- I will use evidence and my explanation to prove it.
- I will write body paragraph two about problem-solving.

I CAN...

- I can trace a problem to a solution (Notice, Question, Act, Impact).
- I can choose evidence that shows problem-solving.
- I can explain how solving problems helps a community.
- I can write a second R-E1-E2 body paragraph.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

🕒 ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is our target for the week -- what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will notice a problem a place creates."

"I will find how people questioned and acted on it."

"I will use evidence and my explanation to prove it."

"I will write body paragraph two about problem-solving."

▶ Now flip to the I CAN side -- these are the same statements from the student's point of view.

"I can trace a problem to a solution (Notice, Question, Act, Impact)."

"I can choose evidence that shows problem-solving."

"I can explain how solving problems helps a community."

"I can write a second R-E1-E2 body paragraph."

▶ Have students echo one I CAN statement in their own words before moving on.

ANSWER KEY: I can write a second R-E1-E2 body paragraph.

11(B)(iii); 12(B)(i); 13(E) · WRITING · Standards Sweep Teaching Deck · Sheet 34 of 36 · Module 2 · Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.



NOTICE — Foundational

TASK

A place creates **challenges**. Notice the problem in the source.

MATERIAL

From “A Place to Grow”: the geography around a community “can also create challenges such as floods, drought, distance...”



YOUR TURN

Name one problem a place can create. Say who has to solve it.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Notice the Problem

🕒 ~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's warm up our writer's eyes. Notice the Problem.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Foundational-level evidence -- match your support to that level, no more, no less.*

11(B)(iii); 12(B)(i); 13(E) • WRITING • Standards Sweep Teaching Deck • Sheet 34 of 36 • Module 2 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

CHOOSE — Emergent

TASK

Problem-solving follows a chain: **Notice** → **Question** → **Act** → **Impact**. Match the sentence to its step.

MATERIAL

Sentence 1: “How will we bring water to our fields?”

Sentence 2: “They dug canals, and their crops finally grew.”

YOUR TURN

Label Sentence 1 and Sentence 2 with their step in the chain.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Question, Act, Impact

⌚ ~4 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support.”

“ ”

▶ *Show or read the example:*

“ ”

▶ *Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.*

11(B)(iii); 12(B)(i); 13(E) • WRITING • Standards Sweep Teaching Deck • Sheet 34 of 36 • Module 2 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

“What if I'm not sure?” Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: ‘How do you know that one fits?’

SHOW — Visible

TASK

Add E2 to prove a solving-problems reason with evidence.

MATERIAL

R (reason): Communities grow strong when people solve the problems a place creates.

E1 (evidence): The source explains that people ask questions like how to find water or grow food before a community can grow.

YOUR TURN

Write one E2 sentence explaining how solving those problems helps a community.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Prove It with R-E1-E2

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.

11(B)(iii); 12(B)(i); 13(E) • WRITING • Standards Sweep Teaching Deck • Sheet 34 of 36 • Module 2 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN — Independent

TASK

Write body paragraph two (R, E1 with credit, E2) about solving problems.

MATERIAL

R (reason): _____

E1 (evidence + source credit): _____

E2 (your explanation): _____



YOUR TURN

Write all three parts about problem-solving. Read your paragraph aloud.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN •
Independent • Build Body Paragraph 2

🕒 ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.

11(B)(iii); 12(B)(i); 13(E) • WRITING • Standards Sweep Teaching Deck •
Sheet 34 of 36 • Module 2 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND — Reflective

TASK

Prove why solving problems is part of what makes a community strong.



YOUR TURN

Finish it out loud: “Solving problems makes a community strong because _____.”

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Why Problem-Solving Matters

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.

11(B)(iii); 12(B)(i); 13(E) • WRITING • Standards Sweep Teaching Deck • Sheet 34 of 36 • Module 2 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes -- note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

A place can create problems like floods, drought, or distance. The people of the community have to solve them so the community can keep growing.



CHOOSE

Emergent

Sentence 1 = Question (the community asks how to solve the problem). Sentence 2 = Act + Impact (they dug canals — the action — and crops grew — the result). Noticing the problem came first.



SHOW

Visible

Sample E2: This shows that when people answer hard questions and act — like finding water or building roads — they remove the challenges that could stop a community from growing.



OWN

Independent

Sample — R: Communities grow strong when people solve the problems a place creates. E1: According to “A Place to Grow,” people must ask what to do if their community lacks a resource it needs. E2: This means a community that questions its problems and acts — by trading, building, or moving water — can overcome its challenges and keep growing.



DEFEND

Reflective

Solving problems makes a community strong because every place has challenges; a community that keeps asking questions and acting on them can turn a challenge into a solution instead of letting it stop the community from growing.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's see the whole climb at once -- how this idea grows from noticing all the way to defending.”

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

“NOTICE -- Foundational: A place can create problems like floods, drought, or distance. The people of the community have to: solve them so the community can keep growing.”

“CHOOSE -- Emergent: Sentence 1 = Question (the community asks how to solve the problem). Sentence 2 = Act + Impact: (they dug canals — the action — and crops grew — the result). Noticing the problem came first.”

“SHOW -- Visible: Sample E2: This shows that when people answer hard questions and act — like finding water or: building roads — they remove the challenges that could stop a community from growing.”

“OWN -- Independent: Sample — R: Communities grow strong when people solve the problems a place creates. E1: According to “A Place to Grow,” people must ask what to do if their community lacks a resource it needs. E2: This means a community that questions its problems and acts — by trading, building, or: moving water — can overcome its challenges and keep growing.”

“DEFEND -- Reflective: Solving problems makes a community strong because every place has challenges; a community that keeps asking questions and acting on them can turn a challenge into a solution instead of letting it: stop the community from growing.”

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: Sample — R: Communities grow strong when people solve the problems a place creates. E1: According to “A Place to Grow,” people must ask what to do if their community lacks a resource it

11(B)(iii); 12(B)(i); 13(E) • WRITING • Standards Sweep Teaching Deck • Sheet 34 of 36 • Module 2 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening -- emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

“Do I have to be at DEFEND today?” No -- most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map -- use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Write the second body paragraph of your research paper, proving that communities grow strong by solving problems. Use a Reason, evidence with source credit, and your explanation (R-E1-E2).

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is your own writing job -- and once you can handle it, you are in control of your own writing, not just following along.”

“Write the second body paragraph of your research paper, proving that communities grow strong by solving problems.”

▶ *Remind students of the scope: Use a Reason, evidence with source credit, and your explanation (R-E1-E2).*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet -- this is each student's independent application.*

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(B)(iii); 12(B)(i); 13(E) · WRITING · Standards Sweep Teaching Deck · Sheet 34 of 36 · Module 2 · Cluster 8

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move -- redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason -- that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short -- that pushes toward Reflective.

MODEL ANSWER

Communities also grow strong when people solve the problems a place creates. According to "A Place to Grow," people must ask hard questions, such as how to find water or grow food, before a community can grow. This shows that when a community notices a challenge, questions it, and acts, it can overcome floods, drought, or distance and keep growing stronger.



NOTICE
Foundational

Names a problem but gives no reason or evidence.



CHOOSE
Emergent

Gives a reason and evidence, but does not credit the source.



SHOW
Visible

Writes R and E1 with credit, but no explanation of the solving.



OWN
Independent

Writes a full R-E1-E2 paragraph showing a problem being solved.



DEFEND
Reflective

Explains how a community's problem-solving connects to its long-term strength.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · How Do We Measure the Level of Thinking?

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE -- Foundational: Names a problem but gives no reason or evidence."

"CHOOSE -- Emergent: Gives a reason and evidence, but does not credit the source."

"SHOW -- Visible: Writes R and E1 with credit, but no explanation of the solving."

"OWN -- Independent: Writes a full R-E1-E2 paragraph showing a problem being solved."

"DEFEND -- Reflective: Explains how a community's problem-solving connects to its long-term strength."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Names a problem but gives no reason or evidence. · CHOOSE: Gives a reason and evidence, but does not credit the source. · SHOW: Writes R and E1 with credit, but no explanation of the solving. · OWN: Writes a full R-E1-E2 paragraph showing a problem being solved. · DEFEND: Explains how a community's problem-solving connects to its long-term strength.

11(B)(iii); 12(B)(i); 13(E) · WRITING · Standards Sweep Teaching Deck · Sheet 34 of 36 · Module 2 · Cluster 8

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work -- students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

PEOPLE — Choices, Service, and Memory

STUDENT LEARNING OBJECTIVE

Students will write the third body paragraph — proving that people's choices help a community grow — by synthesizing sources, knowing that a poem gives a theme, a story gives an example, and nonfiction gives factual proof.

TEKS — Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.
- 13(E)** Demonstrate understanding of research by synthesizing information from multiple sources, giving credit.

ELPS Breakouts

- 2(E)** (Oral Explanation) Use comprehensible language to explain ideas orally with detail.
- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(D)(iii)** (Connecting Words) Write using a variety of grade-appropriate connecting words.
- 4(F)(i)** (Purposeful Writing) Write to explain with detail in the content areas.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Watch me for a second.”

▶ Write a mismatched example on the board (e.g., a to-do list written as a poem, or a narrative moment written as a set of instructions) and let students notice it feels wrong before you name why.

“Today's writing job is wRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write the third body paragraph — proving that people's choices help a community grow — by synthesizing sources, knowing that a poem gives a theme, a story gives an example, and nonfiction gives factual proof.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

ANSWER KEY: Objective: Students will write the third body paragraph — proving that people's choices help a community grow — by synthesizing sources, knowing that a poem gives a theme, a story gives an example, and nonfiction gives factual proof.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: 11(B)(iii), 12(B)(i), 13(E) • ELPS: 2(E), 4(C)(ii), 4(D)(iii), 4(F)(i)

11(B)(iii); 12(B)(i); 13(E) • WRITING • Standards Sweep Teaching Deck • Sheet 35 of 36 • Module 3 • Cluster 8

I WILL...

- I will notice how people's choices shape a community.
- I will match each source form to the job it can do.
- I will choose the right kind of evidence for a factual claim.
- I will write body paragraph three about people.

I CAN...

- I can explain how people's choices affect a place.
- I can tell what a poem, a story, and nonfiction each prove.
- I can choose evidence that fits the reason.
- I can write a third R-E1-E2 body paragraph.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is our target for the week -- what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will notice how people's choices shape a community."

"I will match each source form to the job it can do."

"I will choose the right kind of evidence for a factual claim."

"I will write body paragraph three about people."

▶ Now flip to the I CAN side -- these are the same statements from the student's point of view.

"I can explain how people's choices affect a place."

"I can tell what a poem, a story, and nonfiction each prove."

"I can choose evidence that fits the reason."

"I can write a third R-E1-E2 body paragraph."

▶ Have students echo one I CAN statement in their own words before moving on.

ANSWER KEY: I can write a third R-E1-E2 body paragraph.

11(B)(iii); 12(B)(i); 13(E) · WRITING · Standards Sweep Teaching Deck · Sheet 35 of 36 · Module 3 · Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.



NOTICE — Foundational

TASK

Research uses different kinds of sources. **Match each source to the job it can do.**

MATERIAL

A poem → shows a theme or big idea (not a fact)

A story → gives an example of a choice and its result

A biography or nonfiction → gives factual proof



YOUR TURN

Read the three jobs. Name which source you would use to prove a fact.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Different Sources, Different Jobs

🕒 ~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's warm up our writer's eyes. Different Sources, Different Jobs.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Foundational-level evidence -- match your support to that level, no more, no less.

11(B)(iii); 12(B)(i); 13(E) • WRITING • Standards Sweep Teaching Deck • Sheet 35 of 36 • Module 3 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

Which Source Proves a Fact?

Sheet 35 of 36

CHOOSE • Emergent thinking

Cluster 8 • Module 3

CHOOSE — Emergent

TASK

You need **factual proof** about people's choices. Choose the source form that fits.

MATERIAL

Option A: a poem about hope

Option B: a nonfiction passage describing how people built canals to bring water

YOUR TURN

Circle the source that gives factual proof. Say what the poem is better used for.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Which Source Proves a Fact?

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.

11(B)(iii); 12(B)(i); 13(E) • WRITING • Standards Sweep Teaching Deck • Sheet 35 of 36 • Module 3 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'

SHOW — Visible

TASK

Add E2 to prove that people's choices help a community grow.

MATERIAL

R (reason): Communities grow strong when people make choices that serve others.

E1 (evidence): Nonfiction sources show that people chose to build roads, dig canals, and trade to meet their needs.

YOUR TURN

Write one E2 sentence explaining how those choices helped the community.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • People Make Choices

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.

11(B)(iii); 12(B)(i); 13(E) • WRITING • Standards Sweep Teaching Deck • Sheet 35 of 36 • Module 3 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN — Independent

TASK

Write body paragraph three (R, E1 with credit, E2) about people's choices.

MATERIAL

R (reason): _____

E1 (evidence + source credit): _____

E2 (your explanation): _____



YOUR TURN

Write all three parts about people. Read your paragraph aloud.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN •
Independent • Build Body Paragraph 3

🕒 ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.

11(B)(iii); 12(B)(i); 13(E) • WRITING • Standards Sweep Teaching Deck •
Sheet 35 of 36 • Module 3 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND — Reflective

TASK

Prove why people's choices matter as much as place and problem-solving.



YOUR TURN

Finish it out loud: “People's choices matter because _____.”

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Why People Matter Most

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.

11(B)(iii); 12(B)(i); 13(E) • WRITING • Standards Sweep Teaching Deck • Sheet 35 of 36 • Module 3 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes -- note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

Each source has a job: a poem shows a theme, a story gives an example, and nonfiction gives factual proof. To prove a FACT, use a biography or nonfiction source.



CHOOSE

Emergent

Option B (nonfiction) gives factual proof of what people did. The poem is better used to show a theme or big idea — such as hope or service — not to prove a fact.



SHOW

Visible

Sample E2: This shows that a community grows strong not only from its place, but from the choices people make — building, sharing, and working together to solve needs for everyone.



OWN

Independent

Sample — R: Communities grow strong when people make choices that serve others. E1: According to the research sources, people chose to build canals and roads to share water and goods. E2: This means the community's strength came from people deciding to help one another, turning a shared place into a shared home.



DEFEND

Reflective

People's choices matter because a place only offers possibilities; it is the people who decide to use resources, solve problems, and serve one another that turn a place into a strong, growing community.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Thinking-Levels Chart · WRITING · Standards Sweep Teaching Deck

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's see the whole climb at once -- how this idea grows from noticing all the way to defending.”

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

“NOTICE -- Foundational: Each source has a job: a poem shows a theme, a story gives an example, and nonfiction gives factual proof. To prove a FACT, use a biography or nonfiction source.”

“CHOOSE -- Emergent: Option B (nonfiction) gives factual proof of what people did. The poem is better used to show a theme: or big idea — such as hope or service — not to prove a fact.”

“SHOW -- Visible: Sample E2: This shows that a community grows strong not only from its place, but from the choices: people make — building, sharing, and working together to solve needs for everyone.”

“OWN -- Independent: Sample — R: Communities grow strong when people make choices that serve others. E1: According to the research sources, people chose to build canals and roads to share water and goods. E2: This means the community's strength came from people deciding to help one another, turning a shared place into a shared home.”

“DEFEND -- Reflective: People's choices matter because a place only offers possibilities; it is the people who decide to use: resources, solve problems, and serve one another that turn a place into a strong, growing community.”

ANSWER KEY: NOTICE: · CHOOSE: · SHOW: · OWN: Sample — R: Communities grow strong when people make choices that serve others. E1: According to the research sources, people chose to build canals and roads to share water and goods. E2: This · DEFEND:

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11(B)(iii); 12(B)(i); 13(E) · WRITING · Standards Sweep Teaching Deck · Sheet 35 of 36 · Module 3 · Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening -- emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

“Do I have to be at DEFEND today?” No -- most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map -- use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Write the third body paragraph of your research paper, proving that people's choices help a community grow strong. Use a Reason, evidence with source credit, and your explanation (R-E1-E2). Choose a source form that fits.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is your own writing job -- and once you can handle it, you are in control of your own writing, not just following along.”

“Write the third body paragraph of your research paper, proving that people's choices help a community grow strong. Use a Reason, evidence with source credit, and your explanation (R-E1-E2).”

- ▶ Remind students of the scope: Choose a source form that fits.
- ▶ Give quiet writing/thinking time. Do not reveal the rubric yet -- this is each student's independent application.

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(B)(iii); 12(B)(i); 13(E) · WRITING · Standards Sweep Teaching Deck · Sheet 35 of 36 · Module 3 · Cluster 8

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move -- redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason -- that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short -- that pushes toward Reflective.

MODEL ANSWER

Finally, communities grow strong because of the choices people make. According to the research sources, people chose to dig canals, build roads, and trade so they could share water and goods. This shows that the strength of a community comes not only from its place but from people deciding to solve problems and serve one another, turning a shared place into a shared home.



NOTICE

Foundational

Names a person or choice but gives no evidence.



CHOOSE

Emergent

Uses evidence, but the source form does not fit the claim.



SHOW

Visible

Writes R and E1 with credit, but no explanation.



OWN

Independent

Writes a full R-E1-E2 paragraph using a source form that fits the reason.



DEFEND

Reflective

Explains how people's choices tie place and problem-solving together into a strong community.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · How Do We Measure the Level of Thinking?

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“NOTICE -- Foundational: Names a person or choice but gives no evidence.”

“CHOOSE -- Emergent: Uses evidence, but the source form does not fit the claim.”

“SHOW -- Visible: Writes R and E1 with credit, but no explanation.”

“OWN -- Independent: Writes a full R-E1-E2 paragraph using a source form that fits the reason.”

“DEFEND -- Reflective: Explains how people's choices tie place and problem-solving together into a strong community.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Names a person or choice but gives no evidence. · CHOOSE: Uses evidence, but the source form does not fit the claim. · SHOW: Writes R and E1 with credit, but no explanation. · OWN: Writes a full R-E1-E2 paragraph using a source form that fits the reason. · DEFEND: Explains how people's choices tie place and problem-solving together into a strong community.

11(B)(iii); 12(B)(i); 13(E) · WRITING · Standards Sweep Teaching Deck · Sheet 35 of 36 · Module 3 · Cluster 8

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work -- students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

TRANSFER — One Paper, One Proof, One Community

STUDENT LEARNING OBJECTIVE

Students will assemble the full five-paragraph research paper — a SET introduction, three body paragraphs (PLACE, PROBLEM, PEOPLE), and an R1-R2-R3 conclusion — with a source list, then revise, edit, and publish it.

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, transitions, and a conclusion.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.
- 13(H)** Demonstrate understanding of research by publishing and presenting the work, giving credit to sources.

ELPS Breakouts

- 2(E)** (Oral Explanation) Use comprehensible language to explain ideas orally with detail.
- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(E)(i)** (Edit for Standards) Edit writing for standard grammar and usage.
- 4(F)(i)** (Purposeful Writing) Write to explain with detail in the content areas.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Raise your hand if you have ever started writing something and then realized halfway through that it was not quite working. That happens to real writers all the time.”

▶ *Let students share a quick example, then bring their attention to today's title.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will assemble the full five-paragraph research paper — a SET introduction, three body paragraphs (PLACE, PROBLEM, PEOPLE), and an R1-R2-R3 conclusion — with a source list, then revise, edit, and publish it.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs -- NOTICE, CHOOSE, SHOW, OWN, and DEFEND -- and by the end you will be able to defend your own choice.”

ANSWER KEY: Objective: Students will assemble the full five-paragraph research paper — a SET introduction, three body paragraphs (PLACE, PROBLEM, PEOPLE), and an R1-R2-R3 conclusion — with a source list, then revise, edit, and publish it.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: 11(B)(i), 12(B)(i), 13(H) • ELPS: 2(E), 4(C)(ii), 4(E)(i), 4(F)(i)

11(B)(i); 12(B)(i); 13(H) • WRITING • Standards Sweep Teaching Deck • Sheet 36 of 36 • Module 4 • Cluster 8

I WILL...

- I will write a SET introduction that previews my three reasons.
- I will place my three body paragraphs in order.
- I will write an R1-R2-R3 conclusion.
- I will list my sources and publish my paper.

I CAN...

- I can write a SET introduction (Statement, Evidence-preview, Thesis).
- I can assemble a five-paragraph research paper in order.
- I can write a Restate, Reference, Reflect conclusion.
- I can credit my sources and publish my work.

TEACHER SAYS & DOES • SLIDE 2 OF 10 • This Week's Target • I Will / I Can

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here is our target for the week -- what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will write a SET introduction that previews my three reasons."

"I will place my three body paragraphs in order."

"I will write an R1-R2-R3 conclusion."

"I will list my sources and publish my paper."

▶ Now flip to the I CAN side -- these are the same statements from the student's point of view.

"I can write a SET introduction (Statement, Evidence-preview, Thesis)."

"I can assemble a five-paragraph research paper in order."

"I can write a Restate, Reference, Reflect conclusion."

"I can credit my sources and publish my work."

▶ Have students echo one I CAN statement in their own words before moving on.

ANSWER KEY: I can credit my sources and publish my work.

11(B)(i); 12(B)(i); 13(H) • WRITING • Standards Sweep Teaching Deck • Sheet 36 of 36 • Module 4 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today - tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes -- each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor -- refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.



NOTICE — Foundational

TASK

A research paper opens with **SET: Statement, Evidence-preview, Thesis**. Label each part.

MATERIAL

S: “Communities all over the world begin in a place.”

E: “Their place, their problems, and their people all shape how they grow.”

T: “Communities grow strong when people use their place, solve problems, and make good choices.”



YOUR TURN

Point to the Statement, the Evidence-preview, and the Thesis. Say what each one does.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • The SET Introduction

🕒 ~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's warm up our writer's eyes. The SET Introduction.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Foundational-level evidence -- match your support to that level, no more, no less.

11(B)(i); 12(B)(i); 13(H) • WRITING • Standards Sweep Teaching Deck • Sheet 36 of 36 • Module 4 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready -- keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing -- noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

CHOOSE — Emergent**TASK**

A five-paragraph research paper has a set **order**. Put the parts in sequence.

MATERIAL

Parts: PEOPLE body · SET introduction · PROBLEM body · R1-R2-R3 conclusion · PLACE body

YOUR TURN

Number the parts 1 to 5 in the right order for the paper.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · CHOOSE · Emergent · Order the Paper

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Yesterday -- well, a moment ago -- we noticed. Now let's choose, with support.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Emergent-level evidence -- match your support to that level, no more, no less.*

11(B)(i); 12(B)(i); 13(H) · WRITING · Standards Sweep Teaching Deck · Sheet 36 of 36 · Module 4 · Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose -- have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

“What if I'm not sure?” Reread the purpose and audience -- the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: ‘How do you know that one fits?’

Write the R1-R2-R3 Conclusion

Sheet 36 of 36

SHOW • Visible thinking

Cluster 8 • Module 4

SHOW — Visible

TASK

Write a conclusion: R1 Restate the thesis, R2 Reference the evidence, R3 Reflect the big idea.

MATERIAL

Thesis: Communities grow strong through place, problem-solving, and people.

Frame: R1 restate _____ · R2 reference _____ · R3 reflect _____

YOUR TURN

Write one sentence for each R. Read the conclusion as one paragraph.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · SHOW · Visible · Write the R1-R2-R3 Conclusion

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence -- match your support to that level, no more, no less.

11(B)(i); 12(B)(i); 13(H) · WRITING · Standards Sweep Teaching Deck · Sheet 36 of 36 · Module 4 · Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why -- push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes -- accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN — Independent

TASK

Put the whole paper together: SET intro + three bodies + R1-R2-R3, and add a source list.

MATERIAL

Checklist: SET introduction · PLACE body · PROBLEM body · PEOPLE body · R1-R2-R3 conclusion · Sources list
Sources credited (Q and P): “A Place to Grow” and earlier Grade 3 passages



YOUR TURN

Assemble your five paragraphs in order and list the sources you used. Read it through.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · OWN · Independent · Assemble Your Paper

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil -- they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence -- match your support to that level, no more, no less.

11(B)(i); 12(B)(i); 13(H) · WRITING · Standards Sweep Teaching Deck · Sheet 36 of 36 · Module 4 · Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing -- require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND — Reflective

TASK

Prove why joining place, problem, and people into one paper is stronger than three separate facts.



YOUR TURN

Finish it out loud: “Bringing all three reasons into one paper is powerful because _____.”

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • One Paper, One Proof

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Think about a time you had to convince someone your idea was the right one -- you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Reflective-level evidence -- match your support to that level, no more, no less.

11(B)(i); 12(B)(i); 13(H) • WRITING • Standards Sweep Teaching Deck • Sheet 36 of 36 • Module 4 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today.
Expected: an answer that matches the TASK and EXAMPLE shown --

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience -- require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes -- note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence -- the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder -- stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

S = a wide opening statement. E = a preview of the three reasons (place, problems, people). T = the thesis, the paper's main claim. Together they set up the whole paper.



CHOOSE

Emergent

Order: (1) SET introduction, (2) PLACE body, (3) PROBLEM body, (4) PEOPLE body, (5) R1-R2-R3 conclusion. The introduction previews the three reasons, and the conclusion brings them back together.



SHOW

Visible

Sample — R1: Communities become strong when place, problem-solving, and people work together. R2: The research sources showed water as a resource, canals as a solution, and people's choices to serve. R3: Wherever people live, what they do with their place is what makes a community grow.



OWN

Independent

The finished paper is five paragraphs — SET introduction, PLACE, PROBLEM, PEOPLE, and an R1-R2-R3 conclusion — followed by a short source list crediting "A Place to Grow" and any earlier passages used as evidence.



DEFEND

Reflective

Bringing all three reasons into one paper is powerful because place, problem-solving, and people are not separate — they work together; a paper that connects them proves the whole idea of how a community grows strong, not just one piece of it.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Thinking-Levels Chart · WRITING · Standards Sweep Teaching Deck

~3 min

" = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's see the whole climb at once -- how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE -- Foundational: S = a wide opening statement. E = a preview of the three reasons (place, problems, people). T = the thesis, the paper's main claim. Together they set up the whole paper."

"CHOOSE -- Emergent: Order: (1) SET introduction, (2) PLACE body, (3) PROBLEM body, (4) PEOPLE body, (5) R1-R2-R3 conclusion. The introduction previews the three reasons, and the conclusion brings them back: together."

"SHOW -- Visible: Sample — R1: Communities become strong when place, problem-solving, and people work together. R2: The research sources showed water as a resource, canals as a solution, and people's choices to: serve. R3: Wherever people live, what they do with their place is what makes a community grow."

"OWN -- Independent: The finished paper is five paragraphs — SET introduction, PLACE, PROBLEM, PEOPLE, and an R1- R2-R3 conclusion — followed by a short source list crediting "A Place to Grow" and any earlier: passages used as evidence."

"DEFEND -- Reflective: Bringing all three reasons into one paper is powerful because place, problem-solving, and people are not separate — they work together; a paper that connects them proves the whole idea of how a: community grows strong, not just one piece of it."

ANSWER KEY: NOTICE: · CHOOSE: Order: (1) SET introduction, (2) PLACE body, (3) PROBLEM body, (4) PEOPLE body, (5) R1-R2-R3 · SHOW: Sample — R1:

Communities become strong when place, problem-solving, and people work together.

11(B)(i); 12(B)(i); 13(H) · WRITING · Standards Sweep Teaching Deck · Sheet 36 of 36 · Module 4 · Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening -- emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No -- most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map -- use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Assemble and publish your research paper: a SET introduction, three body paragraphs (PLACE, PROBLEM, PEOPLE), and an R1-R2-R3 conclusion, with a source list. Then read it aloud to share.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is your own writing job -- and once you can handle it, you are in control of your own writing, not just following along.”

“Assemble and publish your research paper: a SET introduction, three body paragraphs (PLACE, PROBLEM, PEOPLE), and an R1-R2-R3 conclusion, with a source list.”

▶ *Remind students of the scope: Then read it aloud to share.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet -- this is each student's independent application.*

ANSWER KEY: (scored against the five-level rubric on the next slide)

11(B)(i); 12(B)(i); 13(H) · WRITING · Standards Sweep Teaching Deck · Sheet 36 of 36 · Module 4 · Cluster 8

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move -- redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason -- that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short -- that pushes toward Reflective.

MODEL ANSWER

SET intro: Communities all over the world begin in a place; their place, problems, and people shape how they grow; communities grow strong when people use their place, solve problems, and make good choices. Then the three body paragraphs (PLACE, PROBLEM, PEOPLE), each with R-E1-E2. Conclusion (R1-R2-R3): restate the thesis, reference the evidence, reflect that what people do with their place is what makes a community grow. Sources: "A Place to Grow" and earlier Grade 3 passages.



NOTICE
Foundational

Turns in body paragraphs with no introduction or conclusion.



CHOOSE
Emergent

Has an introduction and bodies, but no real conclusion or sources.



SHOW
Visible

Assembles all five paragraphs, but the SET or R1-R2-R3 is incomplete.



OWN
Independent

Publishes a full five-paragraph paper with a SET intro, three bodies, an R1-R2-R3 conclusion, and a source list.



DEFEND
Reflective

Connects place, problem, and people so the whole paper proves one clear idea about community strength.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · How Do We Measure the Level of Thinking?

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE -- Foundational: Turns in body paragraphs with no introduction or conclusion."

"CHOOSE -- Emergent: Has an introduction and bodies, but no real conclusion or sources."

"SHOW -- Visible: Assembles all five paragraphs, but the SET or R1-R2-R3 is incomplete."

"OWN -- Independent: Publishes a full five-paragraph paper with a SET intro, three bodies, an R1-R2-R3 conclusion, and a source list."

"DEFEND -- Reflective: Connects place, problem, and people so the whole paper proves one clear idea about community strength."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Turns in body paragraphs with no introduction or conclusion. · CHOOSE: Has an introduction and bodies, but no real conclusion or sources. · SHOW: Assembles all five paragraphs, but the SET or R1-R2-R3 is incomplete. · OWN: Publishes a full five-paragraph paper with a SET intro, three bodies, an R1-R2-R3 conclusion, and a source list. · DEFEND: Connects place, problem, and people so the whole paper proves one clear idea about community strength.

11(B)(i); 12(B)(i); 13(H) · WRITING · Standards Sweep Teaching Deck · Sheet 36 of 36 · Module 4 · Cluster 8

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence -- require them to point to the exact words that prove it.

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"What if I did most of it but not the reason?" That places the response at SHOW or below -- the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work -- students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.